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Occupational Characteristics, Attitudes and Opinions of Youth Five Years after Completing High School

University — Université

University of Alberta

Degree for which thesis was presented — Grade pour lequel cette thèse fut présentée

Master of Education

Year this degree conferred — Année d'obtention de ce grade

1984

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THE UNIVERSITY OF ALBERTA

# OCCUPATIONAL CHARACTERISTICS, ATTITUDES AND OPINIONS OF YOUTH FIVE YEARS AFTER COMPLETING HIGH SCHOOL

BY

ERNEST OLIVER OGINSKY

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF EDUCATION

IN

VOCATIONAL EDUCATION

DEPARTMENT OF INDUSTRIAL AND VOCATIONAL EDUCATION

EDMONTON, ALBERTA

FALL, 1984

THE UNIVERSITY OF ALBERTA

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The undersigned hereby certify that they have read and recommended to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled Occupational Characteristics, Attitudes and Opinions of Youth Five Years after Completing High School, submitted by Ernest Oliver Oginsky in partial fulfillment of the requirements for the Degree of Master of Education in Vocational Education.

Supervisor

Date October 9th, 1984

DEDICATION

I would like to jointly dedicate this work to Halina Dudzic, a graduate of Sturgeon Composite High School, whose courage, determination, and literary skills continue to be an inspiration to many and to my parents for their guidance and counsel.

## ABSTRACT

The primary purposes of this study were to identify post-high school characteristics of the 1979 graduates, the second graduating class from Sturgeon Composite High School, and to determine the attitudes and opinions held by them, that may contribute toward the improvement of the educational and counselling services offered at the school. The population of this study consisted of 124 graduates of which 96 participated.

A three-part questionnaire which solicited demographic, nominal, ordinal, and interval data was used as the research instrument in this study. Prior to being used in this descriptive study, the questionnaire was pilot-tested and revised. All data received from 96 respondents were analyzed and placed in tabular form with the exception of the responses to the open-ended questions.

The research data revealed the following characteristics of the respondents as of the summer of 1984: the unemployment rate for males was 9.8% and for females was 10.9%; 19.5% of the males and 32.7% of the females were undecided on an occupational goal; 48.8% of the males and 56.4% of the females indicated an aspiration to change from one major group of occupations, as coded in the Canadian Classification and Dictionary of Occupations, Vol. I (1971), to another major group of occupations.

Analysis of the research data received from the respondents resulted in the reporting of 16 major findings based on attitudes and opinions solicited through a Likert-Type scale and open-ended comments. Findings that revealed a very high degree of consensus toward guidance and counselling services are the following: 95 respondents agreed (99%)

that visitors should be invited to the high school to speak to students about various occupations; 94 out of 96 participants (97.9%) agreed that vocational information on job opportunities, trends, and other career related information should be made available to students; 93 out of 96 participants agreed that students should have an opportunity to go to someone for individual counselling; 91 out of 96 participants (94.8%) agreed that counselling that helps students continue their education should be provided; and 84 out of 96 respondents (87.5%) indicated that Sturgeon Composite High School should provide counselling that helps find employment.

Seventy-nine out of 95 participants (82.3%) indicated that they were satisfied overall with their present or most recent employment experience.

Responses received to the open-ended comments from 58 out of 96 participants were placed into broad categories in terms of sex and former high school program of the graduate. It is suggested that some of these comments, as well as, the opinions obtained through the use of a Likert-Type scale could be used to assist in establishing priorities for further research and program planning.

From the findings of this study, recommendations were made to Sturgeon School Division central office and school board officials; the school administration and guidance counsellors at Sturgeon Composite High School; and other researchers who may consider conducting future studies congruent with evaluation policies outlined by the Department of Education in Alberta.

ACKNOWLEDGMENTS

The author wishes to express his sincere appreciation to all those who have assisted in the completion of this thesis.

A very special thank you is extended to Dr. C. H. Preitz, thesis supervisor, for his time, constructive criticism, patience, editorial aid, and continual encouragement.

A special note of appreciation is extended to the following: Dr. J. G. Paterson and Dr. D. R. Young for serving on the thesis committee; Dr. V. Nyberg for his constructive criticism in reviewing the research instrument; Dr. H. C. Rhodes, Evaluation Consultant for Alberta Education's Planning Services (Program Evaluation Section); Mr. Fred French, Supervisor of Guidance and Counselling for Alberta Education; Mr. J. Barrie Day, Director for Alberta Manpower's Career Services Branch; and Dr. Harvey Krahn, Professor, Department of Sociology, University of Alberta.

A special acknowledgment is extended to staff employed with the Sturgeon School Division No. 24, in particular, Mr. Chris Ream for tutoring me in the use of word processing equipment. Participation from the graduates of Sturgeon Composite High School's Class of '79 was essential and most appreciated.

An acknowledgment is also extended to my colleagues, who assisted in the pilot of the research instrument; and the staff from The University of Alberta's libraries and Division of Educational Research Services for their assistance, cooperation, and direction.

Sincere thanks is extended to Meleva Flemming whose expert skills resulted in the final typing of this manuscript.

Finally, the author wishes to acknowledge his deep gratitude to his wife, Elizabeth, whose patience, understanding, encouragement, and assistance contributed much that was required for the completion of this study and to his young daughter, Katherine, for her patience and understanding in recognizing why sometimes "the game has to be delayed".

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# CHAPTER I

## INTRODUCTION

Sturgeon School Division, which is located immediately north of Edmonton and St. Albert, originally came into existence by Ministerial Order on January 1, 1939. At the time of its inception, the school division was composed of primarily one and two-room schools with a few larger schools located closer to the more prosperous towns.

During the 1940's Sturgeon School Division showed evidence of trends toward centralizing schools around major villages. An alternative to the centralization of schools was also implemented with the formation of dormitories. This alternative was discontinued shortly after the Second World War.

In 1955, the re-organization of the boundaries of the municipalities and school districts by the Provincial Co-Terminous Boundaries Commission led to the formation of the County of Sturgeon by 1961. During the four year period immediately following, the Sturgeon School Division was dissolved and the School Committee of the County of Sturgeon assumed the responsibility for administering education services formerly vested in the Divisional Board.

In 1965, pursuant to a plebiscite requested by the electors, Sturgeon reverted to Municipal District and School Division status thereby dissolving the County of Sturgeon.

Since the re-formation of the Sturgeon School Division, numerous changes have taken place. In 1966 some high school facilities within the Division were closed. By September 1970, all high school students residing within the Sturgeon School Division's jurisdiction were being bused to either Edmonton or St. Albert for their education. This latter

change occurred primarily to enable students to pursue a more diverse educational program including business and vocational education in addition to academic and general programs. This diversity of programs was not economically viable for Sturgeon to provide within its own boundaries until its enrolment made it justifiable.

During the period from 1976 to 1979 the overall school division enrolment increased from 2,300 to 4,700 students. As a result of the trend in increased enrolments, the Division constructed Sturgeon Composite High School in 1977, which had an initial enrolment of approximately 700 students and thus discontinued the busing of senior high school students into Edmonton and St. Albert. The programs offered to students at Sturgeon Composite during its first year of operation included academic, business, vocational, general, and academic-occupational. The latter program, according to Alberta Education is to provide an alternative to help students who have major difficulty keeping up with their peers in regular school courses.

The aforementioned programs have been supplemented by a Guidance and Counselling program which has attempted to meet various student needs on either an individual or a group basis. Services provided have been classified into the following three broad categories: educational counselling, personal counselling, and vocational and post-secondary educational counselling.

Since the opening of Sturgeon Composite High School, abbreviated annual follow-up studies have been conducted of each graduating class by a guidance counsellor. Each of these studies has been conducted approximately ten months after each class graduated. These in-house studies have only provided limited information concerning career

activities of graduates including post-secondary education they may have been engaged in at the time the study was conducted.

Although these annual follow-up studies have been completed from 1979 to 1984, no five year follow-up study of graduates from Sturgeon Composite High School had been conducted.

## PROBLEM STATEMENT

The two major purposes of this study were to identify post-high school occupational characteristics of the 1979 graduates, the second graduating class, and to determine the attitudes and opinions held by them, that may contribute toward the improvement of the educational and counselling services offered at Sturgeon Composite High School.

## SUPPORTING OBJECTIVES OF THE STUDY

The major objectives of this study previously stated: were to identify post-high school occupational characteristics of 1979 graduates and to determine the attitudes and opinions held of those involved in the study toward their school experiences, which might be used to improve the educational and counselling services offered at Sturgeon Composite High School.

The following supporting objectives were used to support the major objectives of the study:

To identify the program of study that each participant successfully completed before graduating from the school.

To place each occupational title of participants into major groups of occupations following the format found in the Canadian Classification and Dictionary of Occupations.

To categorize the attitudes and opinions of participants by sex

and by their program of study while in high school.

To determine the employment post-high school characteristics of participants five years after graduating from high school.

To determine the occupational aspirations established as career goals by the participants five years after graduating from high school and being in the labour force or after completing either a university or non-university program.

To place in broad categories the responses of participants to the open-ended question directed at the research instrument.

To determine additional educational experiences both university or non-university that those involved in the study elected to be involved with since their graduation from high school.

## DELIMITATIONS

The following delimitations were imposed on this study. The study was delimited to those individuals who formed the graduating class of 1979 who attended Sturgeon Composite High School.

A second delimitation of the study was that the results are applicable to one graduating class only - those who graduated in 1979. The results of this study cannot be extrapolated to other graduating classes from Sturgeon Composite High School.

Members of subsequent classes that graduated from the school were not involved in this investigation.

## LIMITATIONS

Research directed at a topic specific as the one selected for this investigation have imposed on it certain limitations. The following limitations were imposed on this research.

The study was limited by the accuracy of the responses to the questions that appeared on the research instrument. This accuracy may be influenced by the way the participants interpreted each statement before responding.

Closely related to the second delimitation was the fact that the first phase of a proposed longitudinal study was conducted five years after those involved in it were in school. It is possible that during this period the memories of those individuals that comprised this group of graduates may have become biased either positively or negatively towards their experiences in school.

The type of questions that appeared on the research instrument may have imposed a third limitation on the study. Participants may have interpreted these questions differently because of their maturing in the real world and because of additional education.

Mobility of today's population may have imposed a fourth limitation on the study because some graduates failed to provide the school administration with a forwarding address. This mobility factor also had a ripple effect on the number of completed questionnaires that were received which influenced the rate of return.

## OPERATIONAL DEFINITIONS

The following operational definitions apply to this study and will be used throughout:

Curriculum Offerings

It is evident from what appears in the Sturgeon Composite High School Course Selection Guide (1978-79), the term is actually the curricula that were available to students enrolled in the school. The term used in the course selection guide was program which included compulsory

courses specifically required for a high school diploma, plus a variety of elective courses. These courses make up the formal curricula of the school. They do not include extra curricular activities. A brief description of each of the five educational programs offered at Sturgeon Composite are:

Academic Program - a series of courses, the successful completion of which generally qualifies a student to pursue a program of post-secondary studies at the university level. Educators in the province can no longer define the academic program as a matriculation program because there are three universities in the province that have a variety of faculties each with their own admission requirements. Normally students who successfully complete the academic program receive a high school diploma.

Business Program - a series of courses, the successful completion of which may equip students with saleable skills to enter a career in the business world. In addition to a high school diploma, students who successfully completed this program received a business education certificate.

General Program - a series of courses which consist of a variety of subjects primarily leading to the attainment of a high school diploma and not necessarily qualifying students for post-secondary study or specific employment.

Vocational program - a series of courses, the successful completion of which may qualify a student for consideration for advanced placement in an apprenticeship program and/or equip the student with saleable skills to enter the world of work. In some instances, the successful completion of a Vocational program may also qualify a

student to pursue a program of studies at an institute of technology or a community college, or enroll in a related apprenticeship program. Vocational programs offered at this high school during the 1978/79 school year included Auto Mechanics, Beauty Culture, Building Construction, Drafting, and Welding. Those who graduate from this particular program receive a high school diploma.

Academic-Occupational Program - according to Alberta Education's 1984-85 Junior-Senior High School Handbook is defined as a series of courses designed for students who have major difficulty in keeping up with their peers in regular school courses. (p. 2)

A weakness of the course selection guide for the 1978/79 school year was that the aforementioned programs were not as clearly defined as they have been in subsequent issues of the guide. Nevertheless, students registering during the 1978/79 school year had to indicate on their school registration form which one of the programs they intended to pursue.

Follow-up Study

A review of the literature related to follow-up studies yielded the following definition by Kremer (1970) which was adopted for the purpose of this study. According to this author, "follow-up studies are a tool to help improve a school and its effectiveness in meeting student needs" (p. 230).

For the purpose of this study, educational outcomes was used as a synonym for follow-up.

Attitudes and Opinions

A review of the literature for educational psychology indicated a fine distinction between the terms attitudes and opinions. Hennessy

(1965) states:

> Attitudes are tendencies or dispositions, learned rather than inborn, toward objects, persons, or groups; these tendencies or dispositions are not specific to any particular set of facts or particular policy questions, but apply generally toward the objects, persons, or groups to which they relate. Opinions may be thought of as sharpened attitudes, specific to certain real objects, persons or groups. (p. 186)

Berelson et al., (1966) concur with the definitions provided by Hennessy by stating that:

> Attitude is the predisposition of the individual to evaluate some symbol or object or aspect of his world in a favourable or unfavourable manner. Opinion is the verbal expression of an attitude, but attitudes can also be expressed in nonverbal behavior. Attitudes include both the affective, or feeling core of liking or disliking, and the cognitive, or belief elements which describe the object of the attitude, its characteristics, and its relation to other objects. (p. 55)

Hennessy points out that the literature of opinion and attitude study indicates that opinion is always consistent with attitude, barring lies and views stated under duress. The author states that as long as this is pointed out, it is conceptually proper and operationally satisfactory to assume that attitudes and opinions are consistent.

For the purpose of this study, the above definitions were accepted.

Career

The definition for career provided by Hoyt et al., (1974) Career Education: What It Is and How To Do It was accepted for use in this study. These authors define career accordingly, "A career is the totality of work one does in his or her lifetime" (p. 18). They point out that the terms "job", "occupation", and "vocation" are components of a career.

Mangum et al., (1975) provide additional support for this definition by recognizing that a career is the totality of what one accomplishes during a lifetime of efforts. These authors go on to state that the efforts may be paid or unpaid and provide goods and services for the benefit of oneself and others. (p. 8)

Occupation

For the purpose of this study the term occupation was taken from the Canadian Classification and Dictionary of Occupations, Vol. I, (1971) which states that the term occupation "is used to refer to a number of jobs that have the same basic work content, even though they may be found in a number of different establishments or industries" (p. XV).

Characteristics

A review of the literature on attitudes and opinions did not reveal a satisfactory operational definition for the term characteristic. Bottas (1981) in conducting research on the characteristics of court reporting personnel encountered similar difficulties when she reviewed the literature for educational psychology, and business education for a definition of this term.

Cronbach (1963) offers a definition for the noun "character" by stating that it is "the choices the individual makes when his actions affect the welfare of others" (p. 617). In his definition Cronbach links the beliefs and feelings, that is opinions and attitudes, of an individual with the individual's actions. This author goes on to state that to change an individual's character, therefore, requires a reorganization of the personality.

In view of the foregoing, the term characteristic will refer

to strongly marked features or traits that are identified in the subjects who participated in the investigation.

Youth

For the purpose of this study the term youth refers to the broad category of persons 15 to 24 years of age. This category has been used by the Canadian government in reporting 1981 census data that in part showed which occupations youth, 15 to 24 years of age, were employed. (Statistics Canada, 1984, p. 10-1 to 10-30)

## NEED FOR THE STUDY

Sturgeon School Division has long recognized the value of members of its guidance and counselling staff conducting research. This is evidenced, in part, by the first job description that the Division produced in 1978 for the counsellors at Sturgeon Composite High School. According to that job description:

> Research in guidance is concerned with the studying of pupil needs and how well school services and activities are meeting those needs. . . . The school counsellor conducts or cooperates with others in conducting studies in areas such as the following: (a) Follow-up of pupils who have withdrawn or graduated. (p. 8)

A subsequent Guidance and Counselling Program adopted for Sturgeon Composite High School in 1982 recognized the need to conduct graduate follow-up studies in an effort to assist in determining the effectiveness of services offered through the school. This helped to identify both the purpose and the need for the study.

Alberta Education in a preliminary draft of Guidance and Counselling in Alberta Schools: Policy, Guidelines and Procedures, which was released in April 1984, included follow-up studies and/or

longitudinal research as one of the components for the evaluation of guidance and counselling services. This initiative appears to be an outgrowth of one of the recommendations made by the Task Force on School Counselling and Guidance (1981) to Alberta Education. (p. 109)

Kremer (1970) recognizes that follow-up studies may fulfill the following three major purposes: "To work toward an improved instructional program. To improve the school's guidance and counselling program. To build better public relations" (p. 230).

Hilton (1979) believes that information derived from posthigh school follow-up studies may have critical implications for curriculum planning. He has noted:

> A number of longitudinal studies have indicated that there is extensive slippage between plans and actual posthigh school activities. . . . Since slippage varies from one high school to another, it is necessary for each high school to conduct its own follow-ups. Ideally both one-year and five-year follow-ups are desirable. (p. 25)

Darcy's (1979) essay, Vocational Education Outcomes: Perspective For Evaluation, provides a further rationale for studying educational outcomes by recognizing that taxpayers have in recent years demanded more accountability regarding returns from educational spending. In addition, governments have indicated a need to evaluate program effectiveness by focusing on employment in training-related occupations and employer assessment of the training and preparation for employment received by students. He concludes by observing that as educational evaluation has developed and matured, study of the broad area of outcomes and impact has assumed increased importance in a comprehensive program of evaluation research. (p. 3)

Nolfi (1979), in commenting on the United States National

Longitudinal Study of the High School Class of 1972, highlights another significant reason for conducting longitudinal surveys in that they are able to shed light on "some of the processes and problems of educational development and change, particularly as they relate to the opportunities embodied in a variety of federal educational programs" (p. 61).

Livingstone (1969) has noted that in the State of California, Senate Bill One, it is stated that, "the governing board of every school district shall evaluate its educational program, and shall make such revisions as it deems necessary" (p. 116). This author goes on to propose that asking questions of a system's graduates will provide further information which will be useful in guiding the governing board's decisions concerning students' needs.

The period of severe economic restraint which Sturgeon School Division is experiencing along with many other school jurisdictions throughout the province has had an impact on curriculum and program development and implementation. Follow-up studies of graduates from its school system may assist in establishing priorities directed at meeting student needs so that any negative impact which may result from restraint may be lessened.

## IMPORTANCE OF THE STUDY

Educators have long recognized the importance of evaluation as an integral part of a complete and effective education system. With the announcement in January 1984, by the Minister of Education, of significant changes in the management and financing of education in Alberta, follow-up studies of senior high school graduates will become increasingly more important. This is especially true since Alberta Education has planned, through a new management and finance plan, to have school

jurisdictions submit annual reports to the Department of Education outlining the activities, programs, and expenditures of each school jurisdiction.

Alberta Education has further planned to use the results of monitoring and evaluation as necessary information to make appropriate adjustments to a school jurisdiction's activities and funding levels in the subsequent budget year.

The results of this follow-up study of senior high school graduates, if accurately derived, interpreted, and applied, can provide information that could be of value to the school board in planning and establishing policy that will affect both the students and their teachers.

In the Province of Alberta, few longitudinal studies of high school graduates have been completed or recorded. This researcher would like to make a contribution to educational research by presenting a model which may be replicated by other guidance personnel who may want to conduct a five year follow-up study.

## POPULATION

The population for this study included 124 of the graduates of the 1979 graduating class from Sturgeon Composite High School who could be located. This was the second class to graduate from the school and the first class to complete the last two years of the three year high school programs that were then offered.

In the 1979 graduating class, there were 139 members, all of whom obtained a high school diploma. Of these 139, 71 successfully completed the academic program. Of this number (71), 41 were female and 30 were male. There were 9 graduates who successfully completed the

business program, all were female. Thirty-four graduates were from the general program, this number included 13 males and 21 females; the remaining 25 graduates completed the vocational program, of these 25, 18 were male and 7 female. Those who completed the business program in addition to receiving a high school diploma received a business education certificate.

This population was selected because it was readily available to the researcher. Another major reason for selecting this population over the 1978 or 1980 graduating class was that the former class completed only one year of the three year program that was available at the school. The latter class would not have had the time after graduating to complete their post-secondary education as well as have had sufficient opportunity to work at full employment in order to develop attitudes and opinions toward their educational preparation or the counselling service they received while in high school.

## INSTRUMENTATION

Prior to selecting the type of instrument for this investigation, a review of the literature on instrument design was made. From that review the decision was made by the researcher that a questionnaire would be the most appropriate instrument to collect data for the research. Leedy (1980) supports this decision by stating "A commonplace instrument for observing data beyond the physical reach of the observer is the questionnaire. The questionnaire may be sent to human beings who are thousands of miles away and whom the researcher may never see" (p. 99).

Other advantages that may be gained by using a questionnaire are

that it may provide for objectivity that facilitates easier analysis of data; it may be economical in both terms of time and money; it allows us to go back in time or forward into the future; and may be readily produced. Nevertheless, the questionnaire may have disadvantages in that respondents may misinterpret statements; requires time to be given by respondents in completing the questionnaire; is subject to bias of both respondents and nonrespondents; and may be subject to a low rate of return.

In designing this instrument, the researcher divided the questionnaire into three parts, the first part, which included four questions, asked for demographic characteristics of the participant. The second part included 45 statements which dealt with attitudes and opinions toward the educational preparation and counselling services provided by the school. A Likert-Type five point alternative selection format ranging from "strongly agree" to "strongly disagree" was employed in the second part of the instrument. Of these 45 statements, 14 were based on Attitudes Toward the World of Work, an investigation that was completed by Maguire, Romaniuk, and MacRury in 1983. Eighteen of the 45 statements were either verbatim or modified statements taken from Guidance Services Needs Assessment obtained from the Alberta Department of Education. The remaining 13 items were taken from the work of other researchers who had completed follow-up studies. These included Paul Anisef and his colleagues in Ontario, as well as the Research Triangle Institute of the United States. These studies are discussed in the review of the literature of this thesis.

The third and last part of the research instrument was an open-ended question which gave participants the opportunity to expand on any

previous response or to make general comments related to education or work that they felt was not included in the questionnaire.

The initial draft of the questionnaire was reviewed by the major supervisor to determine if the statements were relevant and would provide the appropriate data; if statements were clearly written and properly sequenced. From this review, the suggestion for modifying the instrument was considered and included in the second draft of the instrument. Following this revision of the questionnaire, which was also reviewed by the major advisor, it was placed in the hands of a specialist in instrument design of the Department of Educational Psychology, Faculty of Education, the University of Alberta. This procedure was followed to add face validity to the research instrument. One of the major recommendations made by this reviewer was to use a five-point Likert-Type Scale for participant response. This recommendation was made because it would facilitate the analysis of data. This reviewer also recommended that a better balance between positive and negative statements be made in the questionnaire. Both of these recommendations were adopted. The final draft of the questionnaire included 33 positive, 6 negative, and 6 statements that were considered to be neutral.

Prior to being used with the research population, the research instrument was pilot tested with eleven guidance counsellors who practiced in different school jurisdictions in the province. Also included in this phase of the research were three graduates from the high school who were not part of the research population. This pilot study was conducted primarily to test the clarity of the instrument and to determine approximately how much time may be required to

complete the questionnaire. The results of this phase of the research was that because of its length, the instrument was revised. The revised copy was reviewed by six senior staff of the Sturgeon School Division, as well as three grade twelve students at Sturgeon Composite.

The final draft of the research instrument was mailed to participants early in June 1984.

## METHODOLOGY

The following research methodology was used to collect data for analysis and to establish findings and conclusions of the study.

Preliminary discussion relative to conducting a five year follow-up study of graduates from 1979 by the Guidance Counsellor, was held with the Principal of Sturgeon Composite High School, the Director of Special Services, and the Assistant Superintendent of Educational Services for Sturgeon School Division. These administrators agreed that such a study was within the job description of a Guidance Counsellor. During these discussions, it was indicated that this could be the first phase of a longitudinal follow-up study.

To identify the members of the 1979 graduating class and their high school programs a search of the school's registration sheets was made for each person. In addition to providing the researcher with the parents' name and home address the registration sheets also included the home telephone number. That telephone number was used to make contact with either the parents or the graduate. This contact served two purposes. The first purpose was to determine the most recent address of the graduates. The second purpose was to inform the parent or the graduate that the study was to be conducted in the immediate future. From this search it became evident that because of the mobility of the graduates, some of their home

addresses changed because of marriage, work or to pursue some form of post-secondary education. Of the 139 graduates, 124 were contacted. The remaining 15 could not be located and were subsequently eliminated from the study.

In the next phase of the research, the research instrument was selected and a questionnaire was designed. How the instrument was designed is fully explained in a previous section labelled "Instrumentation". A covering letter was prepared that would accompany the instrument. This letter was reviewed by the supervisor of this study before it was mailed. The purpose of this letter was to inform the participants of their role in the study. A copy of the research instrument and the covering letter can be found in Appendix "A", page 156.

The covering letter, the research instrument, and a return postpaid self-addressed envelope was mailed to 124 individuals. From this mailing 48 of 124 questionnaires were received for a 38.7% rate of return. To increase this percentage it was decided that a telephone follow-up should be used. This decision was made because 114 members of the research population were within the local dialing radius. This procedure yielded an additional 34 completed instruments. In order to secure a higher rate of return a second follow-up telephone call was made to nonrespondents. From these calls, 14 additional participants returned their instruments. This brought the total to 96 of the 124 instruments that were posted. This represented a 77.4% rate of return. All 96 instruments were used to provide data for analysis.

The occupational data obtained from part one of the research instrument were placed into major groups of occupations using the major classification for the various occupational groups found in the

Canadian Classification and Dictionary of Occupations (1971) Vol. I. The educational demographic data were grouped into the following program categories: apprenticeship; college; institute of technology; university programs; combination of post-secondary education; employer sponsored training; and other.

The data collected from parts one and two of the questionnaire were analyzed by frequency tabulations and proportions. One-way analysis of variance, cross tabulations, frequencies, and chi-square were calculated using programs selected from the Statistical Package for the Social Sciences (SPSSx) and from the XDER Library on an Amdahl mainframe computer at The University of Alberta. These programs were used to assist in tabulating attitudes and opinions in terms of the sex of the respondents and their program of study in high school. For all tabulations some cell frequencies were too small to apply chi-square and therefore the findings were reported using numbers and percentages, as well as, the mean (M) and standard of deviation (SD) for each item.

Responses to the open-ended question directed at the research instrument were placed into broad categories in terms of the sex of the respondents and their program of study in high school. From the analysis of the collected data and research findings, conclusions were drawn and recommendations made to senior administrators with the Sturgeon School Division and to future researchers.

## ORGANIZATION OF THE THESIS

The first chapter of this study includes an introduction to the research. This is followed by the problem statement; objectives of the study; importance of the study; identification of the population; instrumentation; and methodology.

Chapter two included a review of the literature and related research which was relevant to the study.

Chapter three provides an analysis of the data and the findings obtained.

The fourth and final chapter presents a summary of the research, a list of major findings and observations, conclusions, and recommendations that were produced from the collection and subsequent analysis of data.

# CHAPTER II

## REVIEW OF RELATED LITERATURE

Chapter I provided an outline of the research and the methodology incorporated into this study. The content of that chapter included the problem statement, supporting objectives of the study, delimitations and limitations of the study, operational definitions, an explanation as to the need for the study, as well as the importance of the study. A description of the population that was involved in the research as well as the instrumentation that was used to collect data are part of the content of the previous chapter.

This chapter will be divided into the following major components: historical overview of school guidance and counselling; trends in school guidance and counselling programs; the research setting; and perspectives on school evaluation and educational outcomes as they relate to guidance and counselling. This will be followed by a review of selected research related to national follow-up studies, provincial and state surveys, as well as school system surveys of graduates.

## HISTORICAL OVERVIEW OF SCHOOL GUIDANCE AND COUNSELLING

Records show that Egyptian society was concerned with guidance as early as 2500 B.C.. (Borow, 1964, p. 46) Grecian society, with the assistance of Plato, recognized the value of differing work for differing abilities. (Borow, p. 46) The use of role models and occupational exploration assisted Roman parents in helping boys and girls identify some of their capacities. (Meyer, 1965, p. 35)

Tolbert (1982) has noted that during the past 400-500 years there is evidence of guidance beginning to emerge as an organized service.

(p. 101) Shortly after the first printing press was invented by Gutenberg a book on guidance for both secular and religious occupations entitled The Mirror of Men's Lives was printed. Brewer (1942) has noted that the number of books on guidance increased rapidly during the sixteenth, seventeenth, and eighteenth centuries. (pp. 17-27) Zytkowski (1972) identified some 400 books that describe occupations, but these were used for both guidance and general information. According to Zytkowski, during the 1800's guidance related publications began to appear in the United States. Tolbert (1982) states that although we do not know entirely how these books were used, he believes that they in part helped people to understand themselves better and obtain a more realistic perception of opportunities. (p. 102)

Conditions around the turn of the century set the stage for the development of guidance in the United States (Tolbert, p. 102). This author quotes Aubrey (1977) who wrote, "It [guidance] arose in the dawning of the 20th Century as one of several movements answering the upheaval and turmoil created by the Industrial Revolution" (p. 288).

Herr (1979) agrees that many of the philosophical and process ideas now incorporated in what school counsellors do could be traced to both ancient times or to major historical events. This author reported that Brewer, in 1942, identified four conditions which related to the rise of guidance and counselling in the United States: the division of labor, the growth of technology, the extension of vocational education, and the spread of modern forms of democracy.

Herr believes, "however, that the pervasive and formal provisions of guidance and counselling are basically American inventions" (p. 1), and provides a chronological outline of historical events which have

had an influence on the development of guidance and counselling in the schools of America. A few of the more significant events in that outline and the influence these events had on guidance follow:

1880-1900

Rise in philanthropic and humanitarian concern; industrial revolution; mass immigration, growing urbanization. . .

In 1895, George Merrill developed vocational-guidance activities at California School of Mechanical Arts, San Francisco. . . .

In 1898, Jesse B. Davis conducted class counselor activities at Central High School, Detroit. . . .

1900-20

Significant questions about the focus of education; World War I expansion of vocational education; rising concerns for mental hygiene. . .

The Vocational Bureau opened in Boston; its services were subsequently incorporated in the public schools of Boston. . . .

Frank Parson's book Choosing a Vocation was published posthumously (1909). He coined the term vocational guidance. . . .

Jesse B. Davis organized a program of vocational and moral guidance in the schools of Grand Rapids, Michigan; included counselling with respect to courses and extracurricular activities. . .

Binet introduced his intelligence scales in the United States. . . .

The Society of Mental Hygiene was founded in 1908, became the International Committee on Mental Hygiene in 1919, and promoted the early identification and treatment of mental illness. . .

Smith Hughes Act of 1917 provided reimbursement for vocational-guidance sources. . . .

In 1918 the National Education Association caused deterioration in the early partnership between vocational education and vocational guidance because it accepted a craft rather than a technical training emphasis in vocational education and a guidance-for-education rather than for jobs conception of vocational guidance. . . .

1920-40

Concern about the dignity and rights of children and psychometrics flourished; economic depression caused concern about job placement and unemployment. . . .

Professor John Brewer advanced a conception of guidance that argued that pupils should be guided in all their life activities, the ultimate goal of guidance being the development of unified, integrated, harmonious personalities. His views were published in his book Education As Guidance (1932). . . .

Expansion of test construction and refinement as well as use in the public schools . . .

In 1939 the Dictionary of Occupational Titles was published by the Bureau of Labor Statistics, U.S. Department of Labor; in 1940 the Occupational Outlook Service was established in the Bureau of Labor Statistics. . . .

The depression emphasized a placement approach in vocational guidance. . . .

1940-50

World War II, higher education expanded to absorb veterans; postwar economic and industrial expansion; Cold War began with Soviet Union . . .

Return of veterans to society spurred the use of classification tests and the importance of guidance and counselling at secondary and postsecondary levels. . . .

Guidance techniques expanded and eclectic models rather than coherent philosophical or theoretical models were abundant . . .

1950-60

Korean War; Sputnik launched thus causing widespread debates about American education; education is seen as an instrument of national defense . . .

James B. Conant wrote The American High School Today (1959) in which he recommended that there should be one full-time counselor (or guidance office) for every 250 to 300 pupils in the high school. . . .

In 1951, Ginzberg, Ginsburg, Axelrod, and Herma argued that occupational choice is a developmental process that begins as fantasy and moves through tentative and realistic stages. . . .

Career and vocational-development theories emerged in the works of Eli Ginzberg, Donald Super, Anne Roe, Robert Hoppock, John Holland, and David Tiedeman. . . .

In 1957, Super published the Psychology of Careers, which laid out rationale and procedure to view vocational guidance not in terms of immediate choice but in broader perspective involving intermediate and future goals and began to apply the emerging perspective of career-developmental theory to choice behavior and to relate a developmental task concept of career development to different life stages; emphasized the importance of the self-concept . . .

1960-70

Civil-rights movement escalated; war in Viet Nam caused major values upheavals and economic difficulties; major federal legislative outpouring to counteract unemployment, poverty and other social ills; "Do your own thing" became a credo; rise in professionalism . . .

Development and use of computers; the first computer-based guidance system began in 1955. . . .

Vocational and career-development theories began to be used as organizing content for guidance programs. . . .

Elementary and Secondary Education Act of 1965 designated funds for guidance and counseling. . . .

The Vocational Educational Act of 1963 specifically stated that vocational guidance and counseling were to be provided to students planning to enroll or enrolled in vocational-education courses. . . .

In 1962, C. Gilbert Wrenn, with the help of an advisory committee, The Commission on Guidance in American Schools, published The Counselor in a Changing World; the book presented a blueprint for school counseling that was based on recognition of the social forces influencing young people; analyzed the implications for guidance of social changes such as the pressure of populations, jobs in the future, the changing family, living together in metropolis, the growth in wealth, the changing impact of the federal government, the world next door . . .

1970-79

In 1971 career education was introduced as a priority of the U.S. Office of Education. The Educational Amendments of 1974 made career education a law of the land and initiated the Office of Career Education in the U.S. Office of Education.

The Career Guidance and Counseling Act of 1975 was introduced into Congress under the leadership of APGA [American Personnel and Guidance Association] . . . .

Performance-based counselor-education models developed. . . .

> Fears of economic crisis and concern about widespread unemployment among youth continued to spur career and vocational-guidance emphasis. . . . (pp. 4-11)

Herr concludes this chronology of significant historical events that have had an impact on the development of guidance and counselling in the United States by stating:

> We should acknowledge that as societies shift in their belief systems about individual behavior, they also shift in their belief systems about the appropriateness of the intervention strategies that school counselors use. Both the historical moment and the particular society or sub-society in which implementation occurs have much to do with the content and shape of guidance and counseling. (p. 12)

## AMERICAN INFLUENCE ON GUIDANCE AND COUNSELLING

A noted Canadian authority on educational psychology, Stein (1956), notes there are two major reasons for the strong American influence on Canadian education. The first of these two reasons was that many prominent Canadian educators had received their advanced training at American universities. In discussing this influence, Stein wrote: "They sat at the feet of great American educators. It is only natural that they should bring back with them what they considered to be advanced ideas in educational content and method" (p. 43). The second major reason was that Canadian curricula and teacher training programs relied heavily on the use of American textbooks for their content.

## GROWTH OF GUIDANCE AND COUNSELLING IN CANADA

In Canada, several leading authors (Van Hesteren, 1971; Van Hesteren and Zingle, 1977; Herman, 1981; and Alberta Education, 1981) have concluded that the United States has had a strong influence upon the development of guidance and counselling in this nation.

Van Hesteren (1971) points out that one of the major ways that

Canadians acquired increased knowledge and training in guidance was by taking guidance courses at American universities. This author also points out that guidance workers also visited schools in the United States to examine actual programs in operation. In addition, the exposure of guidance workers to prominent American guidance figures at conferences held in Canada had an influence on the direction that theory and practice in Canadian educational institutions would take. This writer concludes that the distribution of American books and periodicals related to guidance and guidance practices in Canada assisted Canadian guidance workers to become more familiar with American guidance practices. (pp. 150-152)

Van Hesteren takes the position that it was not until the late 1930's and early 1940's that the Guidance Movement in Canada began to gain momentum. Nevertheless, he points out that Brewer (1938) noted the following early development in guidance in Canada which took place in Manitoba.

> In the year 1912 a number of men connected with the Winnipeg Development and Industrial Bureau arranged a series of lectures for seventh and eighth grade children. These were published in the form of twenty or more pamphlets and widely distributed throughout Manitoba. Professor E. P. Fetherstonaugh of the University of Manitoba was one of the men especially interested and Daniel McIntyre, Superintendent of Schools at Winnipeg, and Charles E. Roland, Secretary of the Educational Committee, arranged for the lectures. The work was interupted by the outbreak of the war in 1914. (p. 236)

One of the most significant contributions to vocational guidance in Alberta was in 1938 when the Alberta Teachers' Association published Choosing Your Life Work. (Van Hesteren, 1971, p. 103)

Alberta Education (1981) takes the position that formal adoption of guidance and counselling did not begin in Alberta schools on a province wide basis until after World War II. A significant step in this

direction was made when the Guidance Branch was established in the Department of Education in 1947. (p. 16)

Brosseau's (1975) position is more descriptive than that of the Department of Education because he believes that untrained teachers were the first guidance counsellors in this province. To support his position he wrote:

> Essentially, counselling developed in Alberta schools as an off-shoot of teaching. The first counsellors who were assigned counselling positions were not, as a general rule, professionally trained counsellors. They were trained teachers who, because of their desire and interest to work more closely with students, particularly in such areas as the dissemination of career information, the distribution of information about post-secondary education, and in assisting students to cope with their personal problems, were selected and given the title of school counsellor. (p. 36)

Herman (1981), in tracing the development of guidance and counselling in Canada, states: "Foundations of guidance in Canada originated from movements in the U. S. and parallel development can be traced to the present" (p. 6).

This author goes on to indicate that guidance was first implemented in junior and senior high schools through the services of teachers who assumed responsibility for homeroom guidance. (p. 8) These responsibilities included individual and group discussions, the administration of standardized tests, the maintenance of various records, and the provision of vocational and educational information.

In order to assist in meeting the demand for personnel trained in guidance, the Department of Education, in 1948, approached the Faculty of Education at the University of Alberta to develop a program of study that would provide training for teachers who desired to serve as counsellors or guidance officers. (Van Hesteren, 1971, p. 163)

Van Hesteren's writing would indicate that he believes "guidance

had been firmly established in Canada by the mid-point of the present century. The 1950's represented for Canadian guidance a period of consolidation and expansion upon the solid foundations that had been laid in the previous decade" (p. 165).

According to Van Hesteren, one of the most significant indications of the growth of guidance and counselling in Canada was in 1965 when the Canadian Guidance and Counselling Association was formed. This Association, since it was established, has served as an important agency in pooling and coordinating guidance and counselling resources across Canada. (p. 170)

Van Hesteren and Zingle (1977) suggested that since school counselling in Canada has been heavily influenced by the United States, one should not be surprised to recognize that similar challenges and issues are likewise being encountered in Canada. (p. 105)

## DEFINITIONS OF GUIDANCE AND COUNSELLING

The development of guidance and counselling over the centuries has led to the following contemporary definitions of each term.

### Guidance

Ohlsen (1964) sees guidance from a broad perspective through which the individual needs of students may be addressed by the counsellor in cooperation with his colleagues. This author states:

> Guidance is the cooperative effort of the counselor and his colleagues to help a pupil improve his adjustment to school, and to help him develop skills for dealing more successfully with the problems he encounters after he leaves school. Recognizing that all problems are peculiar to the individual facing them, it considers these problems in relation to the continuous history of that individual and in relation to the many phases of his life. (p. 4)

Parmenter's (1967) definition places an emphasis on the

educational aspects of guidance. He explains:

> Guidance in schools is an emphasis and a process in education concerned with understanding the individual student and with helping the student to a better understanding of himself, his opportunities, and his social responsibilities. Guidance tries to provide experiences likely to stimulate and assist the student to develop, largely through his own efforts, his potentialities to the full. In practice, the guidance process is generally called upon to help the student with matters related to selecting, planning toward and achieving suitable educational, occupational and other goals, and coping with personal problems. . . . In a school organization sense, guidance is also a program of services coordinated in such a way as to provide the most effective help along the lines indicated above. (p. 9)

Alberta Education (1984) has observed that the terms guidance and counselling have been used synonymously and therefore points out that differences do exist between the two terms in their usage. This government's definition for guidance emphasizes a cooperative effort of helping resources using a developmental approach primarily through groups, as follows:

> Guidance is an instructional process that has specific content and is group oriented in approach. Guidance activities are intended to provide structured learning experiences for all students in the classroom. It . . . includes self-understanding; relating to others; educational and career planning; utilizing information; making decisions; and setting goals. Guidance activities involve the expertise and the efforts of teachers, peers, administrators, public health personnel, and other resource people as well as professionally trained counsellors. Guidance has a developmental and preventative orientation. (pp. 8-11)

Counselling

The American Personnel and Guidance Association, as well as, the National Education Association illustrate the change in emphasis for counselling from a focus on group activities to the individual when both of the associations provide the following definition:

> Counseling . . . is the process by which a student is helped by conferences to understand himself in relation to the developing and changing world. . . . Counseling provides

> professional assistance for each individual by helping him to be more objective and realistic as he seeks self-understanding and self-development. Individual counseling helps the student interpret and relate facts about himself and his world and to apply this knowledge in (a) solving everyday problems and (b) making realistic educational and occupational plans. (Parmenter, 1967, p. 11)

Herman (1981) provides a succinct definition of counselling by stating: "Briefly, counselling may be described as a process where the counsellor attempts to assist the client to express concerns for the purpose of clarifying, understanding, and resolving difficulties" (p. 12).

Alberta Education's (1984) definition of counselling emphasizes a singular focus on the individual accordingly: "Counselling is a problem centered and treatment approach. The counsellor assists students with a specific personal difficulty or a particular educational or career concern" (p. 11).

## TRENDS IN SCHOOL GUIDANCE AND COUNSELLING

One authority noted there were three important movements in North America which laid the foundation for the evolution of a modern guidance philosophy. These were The Vocational Guidance Movement, The Testing Movement, and The Mental Hygiene Movement. (Van Hesteren, 1971, p. 14)

The Vocational Guidance Movement is generally acknowledged to have been founded by Frank Parsons. (Van Hesteren, 1971, p. 16) Parsons' book Choosing a Vocation published in 1909, introduced the term "vocational guidance". According to Herman (1981), "Parsons viewed vocational guidance as a process designed to aid young people in choosing an occupation, in preparing themselves for it, in finding an opening in it, and in building up an efficient and successful career" (p. 4). Parsons believed that the ideal vocational counsellor should have the ability to work effectively with clients by possessing good

skills in human relations along with a thorough knowledge of existing occupations and an equal familiarity with various educational programs leading to different vocations, as well as, a working knowledge of the scientific method. (Herman, p. 4) The emphasis on this form of guidance advocated by Parsons was almost exclusively vocational, thereby contributing to a narrow definition of the term guidance.

The Testing Movement, Van Hestern believes, can best be seen in its proper perspective if it is considered to be a part of the general philosophy associated with scientific determinism which began to emerge in the late 1800's. (p. 25) This Movement was influenced largely by research psychologists such as James Cattell, Alfred Binet, Arthur Otis, and Edward Thorndike who were keenly interested in developing theories and techniques that would provide greater understanding of individual differences through the use of various tests. (p. 42)

The Mental Hygiene Movement began in 1908 with the work of Clifford Beers who had a significant impact on the field of counselling. (Van Hesteren, 1971, p. 43) The Mental Hygiene Movement focused on the importance of considering personal, social, and emotional problems of clients in order to assist them in the guidance process. Herman (1981) states that largely due to Beers efforts many sizeable communities organized mental health groups. This author continues by stating:

> The concern for mental health was characterized in most school guidance programs and emphasis was placed on prevention. Prevention necessitated learning about causes and here the focus was on the study of childhood since it was increasingly apparent that in many cases the causes of mental health problems could be traced to the experiences that individuals had undergone in their childhood. (pp. 5-6)

Van Hesteren (1971) believes that the Mental Hygiene Movement contributed significantly in broadening the perspective of the

relatively narrow vocational guidance concept that had been promulgated by Parsons. (p. 57) This author saw a relationship resulting from the blending of the Vocational Guidance Movement and the Mental Hygiene Movement.

> In fact it seems, in retrospect at any rate, only natural that the Vocational Guidance Movement and the Mental Hygiene Movement should have met and blended. The relationship between the movements was a reciprocal one. From mental hygiene, vocational guidance learned that, in addition to vocation-related factors, other considerations, such as personal, social, and emotional problems, had to be taken into account if the individual seeking guidance was to be guided in the full sense of the term. In vocational guidance, mental hygiene in turn found a valuable source of concepts and specific techniques that could be utilized toward the realization of its aims. (pp. 57-58)

Van Hesteren and Zingle (1977) provide a succinct summary of three views of guidance and school counselling to which Canadian guidance workers were exposed. These three views were represented by three outstanding spokesmen of the Guidance Movement in the United States - John Brewer, George Myers, and Arthur Jones. Brewer's (1938) view of guidance, was described in Education As Guidance. That view claimed that, under ideal conditions, the guidance function would be very closely identified with the task of education as a whole. Myers (1941), wrote Principles and Techniques of Vocational Guidance, fostered a view of guidance in which the vocational guidance model was employed as a basic frame of reference for comparing other kinds of guidance. Jones (1970) held the view that guidance represented a compromise between the extremely broad interpretation proposed by Brewer and the relatively narrow perspective favoured by Myers. In his book Principles of Guidance, published in 1970, Jones stressed the importance of viewing the guidance function in a broad manner and not only concerning the selection of a vocation. (pp. 106-108)

Van Hesteren and Zingle (1977) point out that the Guidance Movement in Canada also had its champions of different views regarding the objectives and extent of guidance in the schools. They state:

> For example, H. R. Beattie (1943) in Ontario strongly believed in the vocational guidance model as described by Myers (1941) while S. Laycock (1945) in Saskatchewan identified himself with an interpretation of guidance very much in line with that of Jones (1945). (p. 108)

These authors continue by stating that in Canada, the vocational guidance movement was eventually subsumed by the broader view of counselling espoused by Jones. (p. 108)

It is evident from what Van Hesteren and Zingle (1977) wrote, they were cognizant this was a critical issue in determining the direction or the emphasis that guidance and counselling services should take in this country. As a result of the various movements that have impacted or influenced the direction of guidance and counselling, it is evident that the role of school guidance and counselling services has been perceived differently from time to time. The perception was influenced by those involved in the educational milieu, namely - administrators, guidance counsellors, parents, students, and teachers. This diversity of opinion still persisted in the last quarter of the twentieth century as noted by Van Hesteren and Zingle:

> Notwithstanding this diversity of opinion, the central and most significant issue facing school counselling as a profession today is essentially the same one that has confronted it virtually since the beginning of guidance as a movement. This broad issue has to do with deciding upon the nature, scope and purpose of guidance services within the context of the total educational enterprise. An issue arising out of this broader one and inseparably related to it concerns the delineation of the school counsellor's role. (pp. 105-106)

In pursuing this point they come to the following conclusions:

The solution to the current role dilemma facing school

> counsellors lies neither in a retreat to an antiquated vocational guidance model nor an entrenchment in a personal adjustment-crisis orientation but, rather in moving confidently but prudently in the direction of a developmental guidance model geared to the needs of pupils in modern society. (p. 115)

Paterson (1974) in an interview for The Alberta Counsellor reflected on trends that relate to guidance and counselling in Alberta since the Second World War. In that interview he stated that counselling shortly after the Second World War was based mostly on a model fostered by Frank Parsons which had a vocational emphasis. Following the war, there was a shift in emphasis to the individual from the vocational orientation. This is evident by what Paterson was quoted as saying during the interview.

> So we swung from a vocationally oriented thing, done by administrators and teachers, to a profession where there was a lot of emphasis on individuals. The concern was on problems of individual children, first in the secondary school and then right through the Grades I to XII. I suppose we're still in that phase, but I think in the last few years the pendulum has started to swing back toward vocational counselling where school boards across the province are saying that we have specialists now but we can't find the kids jobs and they don't know about educational opportunities. . . . I suppose I would say the movement started as vocational counselling. It swung over to a kind of profession where we worked with children and their families, and it is now coming back somewhere between working with kids in trouble and working with kids who seek answers. (p. 5)

Nichols (1974) was interviewed for the same edition of The Alberta Counsellor. The results of that interview show that he strongly believes that in order to alleviate any confusion with respect to the role of guidance counsellors among the various publics, it is imperative that they communicate with other educators, students, and parents the various responsibilities they have assumed in an attempt to meet the needs of their clients, be it individually or in groups. In the quoted

portion of the interview, Nichols stated the following:

> We need to articulate more clearly our guidance and counselling program that spells out goals and purposes. The emphasis would be on indicating how guidance fits into the educational process because it is as much a part of the process as any other area like mathematics, social studies, and so on. (pp. 11-12)

## RECENT TRENDS IN ALBERTA

The Task Force on School Counselling and Guidance in Alberta (1981) has observed that counsellors have critically examined their roles and are taking a new direction and changing the emphasis on services they provide. Many counsellors are shifting their emphasis from the former crisis-oriented, one-to-one model to a developmental model that encourages counsellors to place an emphasis on working with groups of students in an effort to prevent or alleviate some of the problems students may encounter. The Task Force notes the following:

> More recent examinations have centered on the models of counselling and the delivery system. Many writers have urged movement from the medical model, based on diagnosis and curing, to an educational model, based on developmental progression of learning skills that arise at various periods of life and that are required for coping and enhancing life. . . . An article by Herman (1974) stressed a developmental approach and the need for change to a program format of delivery. Programs would include structured, articulated experiences for youth that would teach them essential skills such as self-understanding, understanding others, decision making, life planning, communication, etc.. (p. 205)

The Task Force also observed that there was an increased effort by counsellors to evaluate the effectiveness of the various programs and services that were offered so that the needs of students can be better addressed in subsequent guidance programs. (Task Force on School Counselling and Guidance, 1981, p. 209)

More recently Alberta Education began to demonstrate very clearly its intentions to implement some of the recommendations made by the Task

Force when it outlined the following initiatives that are related to guidance, counselling and career development for implementation in 1984-85:

> The following initiatives are set in the context of a review of secondary school programs and the reorganization of Alberta Education's management and financing education.
>
> 1. Development of an elementary teacher resource booklet on career education activities.
>
> 2. Proposed linkages of Alberta Advanced Education, Alberta Education and Alberta Manpower relative to Career Development Programs and Services.
>
> 3. An action plan for schools as a result of a 2 year evaluation of computer-assisted career information systems and their place in career development.
>
> 4. The release of policy, guideline and procedure manuals detailing:
>
> - Guidance and Counselling Services in Alberta Schools
>
> - Career Development Services for Alberta Students.
>
> 5. Development of a monitoring and evaluation plan for guidance, counselling and career development services as well as psycho-educational assessment.
>
> 6. Development and release of a public communication document detailing an adequate school guidance and counselling service.
>
> 7. Reorganization of Canada Career Week activities reflecting a more proactive role by Alberta Education.
>
> 8. Development of a Personal Living Skills Program in grades 10-12 that continues the Life Careers themes of the Elementary and Junior High Health programs. (Alberta Education, 1984, p. 1)

The Alberta Education (1984) manual detailing policy guidelines and procedures for guidance and counselling services in Alberta schools provides the following: a rationale for guidance and counselling services in Alberta; suggestions on delineating the roles and responsibilities of key people involved in the successful delivery of

guidance counselling services; and emphasis on the significance of conducting needs assessments to facilitate the implementation of relevant services; suggestions on designing and operating an effective guidance and counselling program; and an emphasis on the importance of evaluating guidance and counselling programs through various means such as internal evaluation, external evaluation, and follow-up studies and/or longitudinal research. (pp. 3-40)

These recent initiatives by Alberta Education may be recognized by many as "the state of the art" in guidance and counselling services in Alberta. As "state of the art", these initiatives will facilitate the provision of a broad range of services throughout the educational structure in the province.

## THE RESEARCH SETTING

It will be recalled from Chapter I, that Sturgeon Composite High School was the research setting for this investigation. This school was constructed in 1977 to accommodate the escalation in population in the Municipal District of Sturgeon during the mid seventies. When the high school opened in the Fall of 1977 it had an enrolment of approximately 700 students. During the 1978/79 school year, the last period of attendance for the participants of this five year follow-up study, the school had an enrolment increase to approximately 850 students from grades ten to twelve.

The school staff during the 1978/79 school year included 1 principal, 2 vice-principals, 3 grade co-ordinators, 1 teacher librarian, 1 business manager, 3 clerical personnel, 3 teacher aides, and 39 teaching staff, and the equivalent of 1 1/2 full time guidance counsellors who were assigned to the school from the School Division office.

HIGH SCHOOL PROGRAMS OFFERED

A brief description of each of the five programs offered at the school - academic, business, general, vocational, and academic-occupational was provided in Chapter I. During the 1978/79 school year these programs included the following courses:

ACADEMIC

| | | |
|---|---|---|
| English | Biology | Art |
| French | Chemistry | Drama |
| German | Physics | Music |
| Ukrainian | Science | Physical Education |
| | Social Studies | |

BUSINESS

| | | |
|---|---|---|
| Accounting | Law | Shorthand |
| Business Foundations | Marketing | Typing |
| Business Machines | Office Practice | |

GENERAL

| | | |
|---|---|---|
| Clothing and Textiles | History | Psychology |
| Driver Education | Industrial Education | Religious Education |
| Food Science | L.I.F.E.* | Sociology |
| Geography | Modern Living | Special Projects |

VOCATIONAL

| | | |
|---|---|---|
| Automotives | Building Construction | Welding |
| Beauty Culture | Drafting | Work Study/Experience |

ACADEMIC-OCCUPATIONAL

| | | |
|---|---|---|
| Appliance Servicing | Clothing and Textiles | Horticulture |
| Business Education | Food Preparation | Personal Grooming |
| Carpentry | Graphics | Small Engines |

* This course is highly recommended for any student who wishes to develop self-understanding, healthy interpersonal relationships, and a successful family life.

It should be noted that these courses were part of the courses listed in the Program of Studies for the 1978-79 school year that was published by Alberta Education.

## SCHOOL PHILOSOPHY

Sturgeon Composite High School (1983) has a clearly enunciated philosophy which has served as a guide in the implementation of its concerted educational efforts. In part this philosophy states:

> At Sturgeon Composite we believe that successful education is one that promotes the following traits to the utmost. Problem solving, sensitive human relations, self-understanding and the integration of one's total life experience. It is our goal to help students to develop a positive attitude towards them to assume some responsibility for the society in which they enter as graduates. (p. 5)

## GUIDANCE COUNSELLOR JOB DESCRIPTION

Since the official opening of Sturgeon Composite High, guidance counsellors at the school have attempted to fulfill responsibilities as outlined in the job description dated August 18, 1978 and which is included in Appendix "B", page 163. The major aspects of this job description have required guidance counsellors to provide educational, personal, and vocational guidance and counselling; including providing a career information library, various displays, and communications with students, parents, and teachers through bulletins and newsletters. Guidance counsellors at the school have continually attempted to expand their network with other educational institutions, helping agencies, and business and industry. This has been done by regularly attending counsellors' update seminars and conferences, meeting with representatives from the aforementioned settings, and conducting telephone conversations when required.

Since the 1978/79 school year, student needs assessments of various types have been used annually to assist in formulating guidance programs based on a developmental model. This model facilitates the addressing of as many student needs as time and resources will allow on primarily

a group basis with the remaining time set aside for individual counselling and guidance. Appendix "C", page 174, contains examples of four different instruments which have been used, since the school was officially opened, in an attempt to determine student needs. The first instrument illustrated in Appendix "C" was also used in 1980 and 1983 for evaluation purposes and will be discussed further in the following section focusing on perspectives on evaluating guidance and counselling program effectiveness.

The students attending Sturgeon Composite High School and who have had some of their needs assessed through the aforementioned instruments, come from basically one of three different types of geographic environments within the Municipal District of Sturgeon. These three environments are country residential or small acreage developments, farms, and small towns. An approximate proportion of students attending Sturgeon Composite High School from these three different types of environments would be 30% country residential, 30% farm, and 40% from small towns.

The small towns, such as Bon Accord and Gibbons, are to a large extent bedroom communities to the City of Edmonton, with a significant number of adults commuting to Edmonton daily to pursue their employment.

Statistics Canada (1981) reported that the major industry in the Municipal District of Sturgeon was public administration and defence (Canadian Forces Base - Namao is situated on the southern boundary of the Municipal District with senior high school students from this military community generally attending high schools in Edmonton); followed by agriculture; and community, business and personal service industries, respectively. (pp. 24-24-24-25)

## PERSPECTIVES ON EVALUATING GUIDANCE AND COUNSELLING PROGRAM EFFECTIVENESS

During the early 1970's the general public voiced a renewed concern for accountability from educators. Rising costs and declining resources caused many educators to address this growing concern.

Johnson and Grafsky (1973) point out some of the difficulties in attempting to measure the output from the education industry. They state that "The raw products [students] with which educators work do not come into the educational program with any degree of uniformity" (p. 2). As a result it has been difficult to measure with exact accuracy the impact of educational services.

These authors suggested that in order to deal with this dilemma, consideration should be given to defining accountability in a manner that would be realistic for the education industry. They therefore provided the following definition:

> Accountability as applied to the educational process is the ability to demonstrate cost effectiveness [efficient use of resources] in meeting predetermined educational philosophy and goals, (1) when using verified objectives, (2) when serving well-identified students, and (3) when taking into consideration constraints relative to: school, course, group of students, and community. (pp. 2-3)

Mitchell (1979) distinguishes between the terms effectiveness and evaluation as follows:

> Effectiveness is a measure of the degree to which a program accomplishes what it intended to accomplish. This means that intention must be made visible--a condition that frequently does not exist in counselling programs. . . . Evaluation is the process of defining the target behavior [outcomes desired from the counselling], identifying behavioral indicators from which achievement instruments for gathering data about the achievement of the outcomes, and analyzing and reporting the data. In other words, evaluation is the process followed to establish the effectiveness of the program. A sound evaluation strategy addresses both process and outcome, so the evaluator can judge what caused the success or nonsuccess [effectiveness or noneffectiveness] of the program. (p. 5)

With the growth and development of guidance and counselling services coupled with increased costs in educational spending one can readily recognize the significance of formulating sound evaluation strategies in an effort to determine the effectiveness and hence an accounting of various programs and services. Quinn (1971) states:

> The accountability phenomenon arose in response to a growing demand for justification of educational expenditures; the sources are primarily political and economic. Professional accountability has always been part of education as we know it --self-evaluation and in-house evaluations are not new. (p. 32)

Tolbert (1982) gave support to what Quinn wrote when he said, "Evaluation is the major strategy for meeting the demands of accountability" (p. 329).

Parmenter (1967) comments on the need for evaluation to determine the effectiveness of guidance services points out that there are some difficulties in measuring the degree of effectiveness.

> In all attempts at evaluation it must be remembered that the modern guidance program is largely developmental in nature, that results are sometimes not immediately apparent, and that many of these are unlikely to show up, at any time, in readily measurable form. (p. 75)

This author does suggest that the value of guidance services may be determined in part, after a program has been planned and implemented providing trends indicate a reduction in the number of school drop-outs; a decrease in the request for course or subject changes; and an increase in the number of students who further their education at the post-secondary level. (p. 75)

The Alberta Task Force on School Counselling and Guidance (1981) gives a few examples of studies that have been conducted throughout the province in an effort to evaluate program effectiveness within the various school jurisdictions. The members of the Task Force observed

that the largest evaluation study of guidance and counselling services (Feltham, 1976) was conducted by the Calgary Public School Board from 1971 to 1975. The conclusions from this study were:

> 1. almost all students used guidance services upon their own request and rate the service as helpful, but express the need for more vocational and educational counselling.
> 2. most teachers and virtually all administrators rate the guidance service as required and helpful, but express a need for more counsellor consultation.
> 3. almost all parents stated that guidance services are necessary in secondary schools and over half said the services should be increased.
> 4. students who received counselling services improved their attendance and marks more than did comparable students who did not receive counsellor assistance. (p. 202)

Two similar studies, but on a much smaller scale, were conducted by the Guidance and Counselling Department at Sturgeon Composite High School during the 1980/81 and 1982/83 school years. The instrument used for these studies was supplied by the Alberta Department of Education. A significant finding from both of these evaluation studies indicated that perceptions of parents, students, and staff varied as to the types of services provided through the guidance and counselling program. This finding pointed out the need for greater efforts to be made by the guidance and counselling staff to articulate the guidance and counselling services offered at the school to the various stake holder groups.

Another major finding from both of these evaluations indicated strong support for existing as well as increased guidance services. In response to the question, "Do you feel that guidance services are necessary in your school?" (p. 10), the following "yes" responses were made as reported in Table 1.

In response to the question "Do you feel that the guidance services in your school should be increased?" (p. 10), the following "yes"

responses were made by those who participated as reported in Table 2.

Table 1

Respondents Indicating that Guidance Services are Necessary

| | 1980 | | 1983 | |
|---|---|---|---|---|
| | Number | Percentage | Number | Percentage |
| Parents | 45 | 98% | 23 | 100% |
| Teachers | 14 | 100% | 25 | 96% |
| Students | 175 | 97% | 298 | 99% |

Table 2

Respondents Indicating that Guidance Services Should be Increased

| | 1980 | | 1983 | |
|---|---|---|---|---|
| | Number | Percentage | Number | Percentage |
| Parents | 45 | --* | 23 | 75% |
| Teachers | 14 | 43% | 25 | 61% |
| Students | 175 | 67% | 298 | 68% |

* In 1980 parents were not asked to respond to the question: "Do you feel that guidance services in your school should be increased?"

In response to the following recommendation made by the Alberta Task Force on Schooling Counselling and Guidance: (1981), "Alberta Education be prepared to offer increased consultative and evaluative services in

guidance and counselling to school districts" (p. 108); Alberta Education in 1984 has incorporated evaluation as an essential component in the policy manual for guidance and counselling services in schools of the province.

Mitchell and Gysbers (1979) envisage a sound evaluation system as

> the bonding agent that insures consistency and relatedness among parts. A good evaluation system is a good management system. Properly designed, the evaluation can detect any element that deviates from the plan. There are seven tasks in evaluation: 1) formulation of the question to be answered by the evaluation; 2) selection of evaluation design; 3) selection of measurement instruments; 4) development of procedures for data collection; 5) establishment of a monitoring system to provide en route data to decision makers; 6) performance of data reduction, summary and analysis tasks; and 7) preparation of reports including findings and analysis. (p. 33)

With the recent introduction by Alberta Education (1984) of the Management Finance Plan the provincial government is taking a major step in enhancing accountability of not only guidance and counselling services but educational services, in general. The policy document on the Management Finance Plan includes the following:

> Evaluation which is done on a regular basis is an important part of the management of education. . . . The implementation of the five evaluation policies by school jurisdictions, in cooperation with the province, each having well defined areas of responsibility will assist in ensuring that quality in our education system is maintained and enhanced when necessary. (p. 72)

This major step would appear to fulfill several of the recommendations made by Collett (1978). In his study, Curriculum Evaluation Project, commissioned by Alberta Education, Collett concludes with the following:

> Until recently, the education system has done relatively little toward systematically gathering information that would give overall indications of the effectiveness of our education system and indications of general areas of strengths and weaknesses. We have an urgent need for such an approach, not only to aid in the competition with other government departments for resources, but to provide the basis for greater improvement of schooling. (p. 137)

## RELATED RESEARCH

Prior to conducting the current follow-up study of students who graduated from Sturgeon Composite High School in 1979, the researcher began a review of the literature related to follow-up studies.

This review was facilitated by reviewing the standard indices used to report the results of educational research. In addition, during the Summer of 1981 an initial computer search was made of the data base of the Education Resource Information Center (ERIC) using the 1981-7th edition of the Thesaurus of ERIC Descriptors. This was updated by a similar computer search in the Fall of 1983 using the 1983-9th edition of the Thesaurus of ERIC Descriptors. During both of these computer searches the following descriptors were used in retrieving information: follow-up studies, graduate surveys, vocational follow-up, longitudinal studies, and outcomes of education.

Reference was also made to the Current Index of Journals in Education, Education Index, Canadian Education Index, and the Canadian Periodical Index in an effort to locate any journal articles that may be relevant to this study.

While conducting this literature review, the writer discovered that there had been a growing number of follow-up studies of senior high school graduates, particularly in the United States, during the past two decades. A number of these studies were funded under the United States Vocational Education Act of 1963. (Arnold, 1969) Provisions of this Act requires that States evaluate their federally funded educational programs, to determine how effective such programs meet identified man-power requirements.

Warmbrod (1968) reported that "vocational educators maintain that

one of the best techniques of evaluation is the follow-up of graduates to determine the extent to which they are placed and succeed in the occupations for which they were trained" (p. 34).

Warmbrod sites a study conducted by Sharp and Krasnegor (1966) which sought to assess the value of follow-up studies as a measure of program effectiveness. These researchers concluded:

> that the most productive design for follow-up studies was a combination trend and cohort study. Such a design allows a comparison of vocational graduates in a given year with non-vocational graduates and conducting follow-up studies at different times provides a clearer picture of the effect of training over an extended period of time. (p. 36)

Harvey and Masemann (1975) support the value of follow-up studies with respect to serving as an evaluative tool by stating that these studies

> may be viewed as a special subset within survey designs where it is assumed that all respondents have previously passed through a similar situation and are therefore homogeneous on some background variable. As an evaluative tool for educators, the follow-up design enables the researcher to gather information from individuals or cohorts who have passed through similar experiences [occupational, school attendance and/or graduation]. . . . Thus, follow-up studies represent one methodological technique for studying the changing relationship between the educational system and the labour force, and also serve as an instrument for educational evaluations. (p. 4)

In Canada, the Technical and Vocational Training Assistance Act of 1960, provided what Stamp (1971) stated, in an address to the Economic Council of Canada, "at once the greatest stimulus to vocationally oriented education in the nation's history and also the greatest financial commitment to education undertaken by Ottawa" (p. 259). As a result some school jurisdictions across Canada have felt additional impetus to conduct follow-up studies in an attempt to recognize the value provided to graduates by such educational programs.

Arnold (1969) however, has pointed out a common criticism of some follow-up studies in that they have been merely placement studies of graduates approximately one year after graduation.

This review of the literature found that two types of follow-up studies exist in educational research: longitudinal follow-up studies and those of a much shorter duration. These findings of both types of studies will be presented using the following organization of categories:

1. National Surveys
2. Provincial and State Surveys
3. School System Surveys

## NATIONAL SURVEYS

In 1960, the University of Pittsburgh under contract with the United States Office of Education began work on Project TALENT in cooperation with the American Institute for Research. The purpose of this project was to conduct a comprehensive large-scale, and longitudinal study of American youth. Base year data were collected on 440,000 ninth through twelfth grade students throughout the United States. These data included ability level, socioeconomic status, high school curriculum, and educational and occupational interests and expectations. Each of these four cohorts of students were followed-up at intervals of one, five and eleven years after high school graduation. The follow-up surveys used in Project TALENT provide information on the educational, occupational, and personal experiences of the graduates sampled. The University of Pittsburgh (1964) published the following in the summary of its results of former high school students surveyed through Project TALENT.

> Our data indicate that about 42 per cent of the high school graduates did enter a recognized two-year or four-year college within a year after leaving high school. Of these, about 22 per cent dropped out during or at the end of the freshman year. The great majority of students dropped out to take jobs or because of financial difficulties. These two categories accounted for about 28 per cent of the dropouts. Among girls, marriage accounted for 23 per cent of the dropouts; among boys, 22 per cent reported that they had failed in their academic work. . . . Only about 21 per cent of the boys and 29 per cent of the girls did not hold at least one full-time job in the year after they left grade 12. About 44 per cent of them found their first full-time job before they left high school and another 12 per cent found it in a week after leaving school. (pp. 10-77)

In 1965, the Institute for Social Research at the University of Michigan's Research Center began a longitudinal study entitled Youth in Transition. This study followed-up 2,213 boys throughout the United States who had just entered grade ten in one of 87 different secondary schools. Henson (1979) reports that data on college attendance decisions were obtained on this group one year after graduation from high school in 1970.

Bachman et al., (1976), in their chapter dealing with the effects of dropping out of high school, provide the following summary information relative to the students followed-up in the Youth in Transition project: (a) high school dropouts seemed just about as happy and well-off in their jobs as high school graduates without further training, (b) unemployment was higher among dropouts than graduates, and (c) similar to Project TALENT, dropouts in their sample earned slightly more than non-college high school graduates. (pp. 150-151) These researchers concluded by reporting that in view of the foregoing observations, as well as, research findings provided by Combs and Cooley (1968), that their data was also based on former students who were about nineteen years of age and that possible late negative consequences of dropping out may occur

in the future.

Little (1970) cites a nationwide longitudinal study conducted by Eninger in the United States of some 10,000 male graduates of high school trade and industrial vocational programs. Eninger's findings of the Classes of 1953, 1958 and 1962 include the following:

> a.) academic course graduates required, on the average, one month longer to find their first full-time job than vocational graduates; b.) when equated for college education, the vocational graduates had significantly greater employment stability than academic graduates; c.) vocational graduates had significantly greater employment stability than academic graduates; d.) vocational graduates did not do as much moving from employer to employer; e.) when graduates without college education were compared, there was no significant difference in first-job starting hourly earnings between academic and vocational graduates; f.) vocational graduates working in the trades studied in high school tended to earn more than those working in trades that differed from their high school study; g.) when graduates with no college education were compared, vocational graduates had higher earnings two and six years after graduation than academic graduates, but the academic graduates earnings after eleven years out of school were equal to the vocational graduates earnings. (p. 35)

In 1972, the National Center for Education Statistics in the United States began a longitudinal study on approximately 18,000 high school graduates, throughout the country. In 1973 that number was augmented by almost 5,000 additional graduates, who were unable to participate in the base year survey.

Peng and Dunteman (1975) state that the primary purpose of the National Longitudinal Study (NLS) of the High School Class of 1972 was to determine what happens to young people after they leave high school, as indicated by their subsequent occupational and educational activities, plans, aspirations, and attitudes. The study also made an attempt to relate the information obtained to the prior educational experiences as well as personal and biographical characteristics. The

researchers attempted to use such information accordingly: "as a basis for effective planning, implementation, and evaluation of Federal policies and programs designed to enhance educational opportunity and achievement and to upgrade occupational attainments and career outcomes" (pp. 1-2).

National Longitudinal Studies of the High School Class of 1972 have been conducted in 1973, 1974, and 1976. Eckland (1979) published the following observations relative to the third follow-up survey of the NLS which was conducted in 1976:

> (1) postsecondary school attendance declined from 54 to 25 percent from 1972 to 1976; (2) 39 percent of students who started academic programs in 1972 had obtained a bachelor's degree; 26 percent were still enrolled, and 35 percent had dropped out; (3) only 20 percent of those with bachelor's degrees had enroled in graduate or professional school; (4) 72 percent were working either full or part-time, 9 percent were unemployed, and 19 percent were not in the labor force; (5) 36 percent of the men and 53 percent of the women were or had been married; (6) more persons belonged to a church than to any other voluntary organization; (7) respondents claimed to have experienced little sex discrimination in education, although more felt they had been given several advantages because of their race; and (8) nearly two-thirds believed their high schools should have emphasized vocational programs and practical work experience more. (p. 186)

Sturman (1979) in a review of major research in Australia, which focused on the transition from school to work, reported on the following studies and some of their respective findings. First, the Victorian Committee on Equal Opportunity in Schools (1977) noted that in 1975 young women under 21 years of age participated in technical and further education courses less than half as often as young men, while in colleges of advanced education, although numerically more females than males were enrolled in 1976, almost two-thirds of the women were enrolled in teacher education courses and the ratio of male to female students in all other areas was 2:1. Second, Connell et al., (1975);

McGaw et al., (1977); Victoria Town and Country Planning Board, (1977); and Poole (1978) all reported findings which indicated that the vocational aspirations of students in Australia are related to family socio-economic status. Students from higher socio-economic backgrounds and students from more selective Independent or Catholic schools aspired to higher level jobs.

In Canada, Anisef et al., (1980) pointed out that no national longitudinal follow-up studies of Canadian high school graduates have been conducted. The writer believes that the prime reason for this state of affairs is that under the British North American Act of 1867 each province in Canada is assured of autonomy in education. An additional reason can be found in the fact that the federal government had not legislated that follow-up studies be conducted as an evaluative tool in attempting to assess the merits of continuing to fund school jurisdictions participating in the Technical and Vocational Training Assistance Act of 1960.

## PROVINCIAL AND STATE FOLLOW-UP STUDIES

Provincial and State follow-up studies of former high school students have been conducted in Canada and in the United States which have provided some interesting results.

In Alberta, Kreutz (1968) coordinated the administration of a follow-up questionnaire which was mailed to 4,708 individuals who had graduated in 1965. The purpose of this study was to determine how well these former high school students may have realized their vocational plans during the first year out of high school. Data from this study revealed that realizability of plans varied directly with the educational levels of the parents, the degree of certainty that students possess about their vocational plans and the amount of information the

students felt they possessed relative to their vocational plans. In the initial analysis of the data, Kreutz found that students realized their vocational plans that approximated this order: first, Business Education students; second, Vocational-Technical students; third, Matriculation students; and fourth, General program students. When provisions were made to allow for the fact that some students were delaying their vocational plans because of their returning to school the realizability of vocational plans took the following order: first, Business Education students; second, Matriculation students; third, Vocational-Technical students; and fourth, General program students. (pp. iii-iv)

Van Hesteren (1969) researched why some qualified Alberta high school graduates did not continue their studies at the post-secondary level. Results were obtained from an initial representative sample of 1,011 students, who graduated in 1967. Members of this sample indicated that they did not attend a post-secondary institution for the following reasons: (These reasons are listed in the order of importance that were assigned to them by the students:) were uncertain about future plans; didn't think they had the ability to go on; wanted to earn own living and be independent of parents; lacked financial resources; and had little interest in further education. (pp. iii-iv)

In Ontario, Anisef (1975) reported on an eighteen-month follow-up study that was conducted which focused on the choices Ontario high school graduates made with respect to post-secondary education. Anisef et al., (1980) conducted a subsequent follow-up six years after the original study that Anisef completed in 1975. The 1980 study focused on the levels of education attained, as well as jobs and careers started by those who graduated in 1973. The following is a

list of selected findings from the sixty-one findings that resulted from the 1980 research:

* High school program plays an influential role with regard to level of post-secondary achievement. About 4 in 10 respondents who were enrolled in high school academic programs graduated from university, in contrast to 4.1% from technical or vocational programs.

* Starting and current job salaries vary by type of high school program. The spread increases from starting to current salaries. The current average salary is $12,589, for former academic program students, $11,244 for former commercial program students and $15,200 for technical or vocational program students.

* Gender is related to the selection of post-secondary institutions. When men are examined, 57.1% chose only university, 30.7% chose only Colleges of Applied Arts and Technology (CAATs), and 12.1% enrolled in both types. The proportions for women are 39.2%, 46.3%, and 14.5%, respectively.

* The rate of post-secondary educational experience varies strongly within the province; it is 74% in Toronto, 67% in other large and small cities, and 52% in towns and rural areas.

* Eight in 10 university students completed their degrees; 7 in 10 CAAT students completed their diplomas/certificates.

* Grades in school are moderately related to grades in post-secondary institutions, and both are positively related to degree completion.

* While socioeconomic status and other background factors are moderately related to the kinds of job and career beginnings of our respondents, gender and educational achievement are stronger determining factors. Post-secondary education amplifies, in a sense, SES and other background differences. The choices of school and major or program aim a person towards a particular place in the occupational structure.

* The segregation of the labor market on the basis of sex appears to have a profound impact on the kinds of jobs men and women obtain after completing their education. The majors and programs that men and women take in post-secondary institutions seem to feed into, and reinforce the sex segregation of occupations.

* Respondents who had been enrolled in apprenticeship programs currently earn an average of $14,955.00, or more than $2,000.00 above the average of all groups

($12,877.00). (pp. xxi-xxxiv)

In Wisconsin, Sewell and Hauser (1975) conducted a longitudinal study using a data base constructed by J. K. Little in 1957. These researchers reported the important influence of social origin on educational and occupational aspirations of high school graduates. They had noted that the higher the socioeconomic status of students, the greater the likelihood exists for them to further their education beyond high school.

Little and Whinfield (1970) conducted a follow-up study of graduates who completed vocational-technical programs in Wisconsin in 1965. Of the 1,517 responses received these researchers found

> that in general the graduates have been satisfied with their post-high school vocation experiences; that they found the educational experience was useful in getting, holding, or changing jobs; and that their experiences outside of school were important in selecting a vocational program as well as in getting a job. (p. 38)

Students participating in the Little and Whinfield study also suggested that courses in high school and instructors needed improvement. These researchers recommended that assistance from teacher-preparation institutions and considerable in-depth research be pursued to improve the situation.

Perrone (1970) in a two year follow-up study of students who graduated in 1966 from vocational education programs from Wisconsin high schools found that job satisfaction and job performance tended to be inversely related. He attempted to qualify this finding by explaining that some of the graduates in the research may possibly still be involved in what the researcher called the trial-and-error stage of vocational selection.

In 1967, the Center for Research and Development in Higher

Education at the University of California - Berkeley conducted a follow-up study of 4,434 former high school students from California, Illinois, Massachusetts, and North Carolina. These students graduated in 1966 and indicated that the distance they lived from one or more colleges had little effect on whether they would attend college.

Berdie and Hood (1965) conducted a follow-up study in the State of Minnesota of 44,756 students who attended high schools in that State during their senior year. The results of this study showed that one year after graduation a third of the respondents did not fulfill the plans they had set for themselves midway in their last year of high school. The majority of the graduates fulfilled quite closely the plans they had made for themselves to be realized within one year after completing grade twelve. When these researchers compared the results of this study with a similar, but less extensive study, conducted by Berdie in 1950, they found little significant difference in the overall extent by which both male and female graduates fulfilled their vocational plans one year after high school graduation.

In California, Trent and Medsker (1968) reported on a follow-up study they conducted of 10,000 individuals, in sixteen different communities, during their first four years following graduation from high school. The major findings of this research included the following:

> 1. A very large proportion of able youth either did not attend college or withdrew before graduation.
> 2. Academic interest and motivation, instilled early in life, were related to college entrance and persistence, together with and independent of ability and socioeconomic status.
> 3. The degree of intellectual and personal development varied with the degree of motivation to enter and persist in college.
> 4. Although many young people who did not attend college expressed themselves as satisfied with their lives and livelihoods, many more did not. (pp. 34-36)

## SCHOOL SYSTEM SURVEYS

Pura (1970) conducted a study of forty students who graduated out of the Edmonton Catholic School System in 1968. The study was conducted one year following the students graduation and focused on twenty of the graduates who had completed a general diploma program and the remaining twenty who had completed a vocational program. The findings from this study revealed that in terms of employment, remaining employed, wages earned, or the method used to find employment, there was no significant difference between the two groups. Vocational graduates however, indicated more job satisfaction, a greater number of promotions, and more relatedness between their high school program and their employment.

Leeck (1971) reported on a follow-up study that was conducted and involved 62 male and 59 female Alberta high school graduates, and dropouts who in 1963 attended the County of Strathcona school system. The findings of this study show that the majority of both high school graduates and dropouts pursued further education after their initial departure from high school. Unemployment for the individuals surveyed did not present a problem as the males who were unemployed were continuing their education and the unemployed females were occupied as homemakers. There was no statistical difference in the incomes of the male graduates compared to male dropouts at the time of the study; however, this researcher states that males earned significantly more money than females.

Little (1970) cited two follow-up studies that were completed by the public school system of Tulsa, Oklahoma in 1964 and 1968. Participants involved in these studies were those who had graduated from this school system between 1960 and 1967. A significant finding from those two

studies was that employed graduates voted their vocational courses as the "most beneficial" of their secondary school courses. Mathematics was recognized as another field in which participants would take additional courses.

Ellis et al., (1971) analyzed the responses of 540 male and 545 female Vancouver, British Columbia, secondary school system graduates and dropouts of the Classes of 1970 and 1971 in an effort to determine their opinion of that school system. The respondents included 70.8% of students who had been enrolled in the Academic-Technical Program. From the data provided by the Class of 1970, who were surveyed in January, 1971, the researchers found: 30% of all former students were employed; 58% of the graduates were furthering their education and 12% were unemployed. Of all the students employed, 85% of them did not believe their jobs were related to their training. Preparing for careers and jobs was recommended as the primary objective of the secondary school system by the greatest proportion of respondents from the Classes of 1970 and 1971. The students surveyed in both years ranked Commerce as the most useful high school subject, followed by English, Industrial Education, and Science in that rank order.

Nielsen (1973) conducted a follow-up study of students who were enrolled in a vocational high school program and subsequently made application to an apprenticeship program in motor mechanics. Their success on placement tests administered by the Alberta Apprenticeship Board were compared to individuals who had not been enrolled in vocational high school programs. Two major findings from this study were the following:

> High school credits and vocational credits were poor predictors for success on the placement tests as well

> as poor predictors for success on apprenticeship programs. The placement tests were found to be good predictors for success on apprenticeship programs. (p. v)

During a three-year period (1977-1979), the Calgary Separate School District #1 conducted a longitudinal study to investigate the occupational and personal experiences of a stratified, random sample of 314 students who had graduated from that educational system in 1977. The following is a list of selected findings from the fourteen reported:

> 1. One-third of the graduate respondents went on to further education and this number increased to 40 percent in the second full year after high school. The remaining two-thirds and 60 percent, respectively entered the work force. . . .
> 5. Of the students who went directly into the work-force upon graduation, 72 percent felt that they were working in a field that was unrelated to their high school training. The remaining twenty-eight percent reported that their work field was related to their high school training. . . . Finally, one-half of the respondents in 1978 and 1979 said their current jobs were not related to their ultimate, occupational objective. . . .
> 8. Almost two-thirds of the graduates indicated they would take the same program if they had it all to do over again. Of the remaining third, almost one-half of them stated they would take a matriculation program which would lead to university entrance. The remaining group of students offered no opinion. . . .
> 12. Graduate attitudes gradually became more positive over the years to the statement that most of their teachers made their courses interesting and enjoyable (51 percent in 1977, rising to 70 percent in 1979). . . . More than 75 percent of the graduates in all three years felt that high school was a pleasant and rewarding experience. . . .
> 13. More than 70 percent of the graduates felt that more emphasis should be placed by the high school on the teaching of basic skills whereas, 30 percent felt that what was being taught was adequate. Similarly, more than 70 percent felt the high school should place more emphasis on meeting the individual needs of students whereas, 30 percent felt that individual needs of students were being met. (pp. 1-6)

Tapscott (1978) conducted a follow-up study of 302 students who had been enrolled in Industrial Education 32 and 131 students who had been enrolled in Industrial Education 22 level courses during the

1976-77 school year with the Edmonton Public School System. This researcher focused on problems of research methodology and interpretation in follow-up studies of Industrial Education students. The findings from this study point out the difficulty in comparing data from various studies due to a lack of standardization in research design, sampling procedures, and data elements collected. This researcher recommends that consideration be given to the initiation of an ongoing, standardized, cross-province longitudinal study in an effort to improve the external validity of data collected.

Oginsky (1981) in a follow-up study of the Class of 1980 from Sturgeon Composite High School (Alberta) found that during the period of 1978 to 1980 there was an increasing trend for graduates to pursue postsecondary studies. A corresponding result that was noted was the decreasing trend for graduates to pursue employment during their first year out of high school. During the 1978-80 time period, a greater percentage of female graduates attended postsecondary institutions, compared to male graduates.

The Creative Employment Development Association (1984) sponsored and directed a research project seeking detailed information on youth employment and unemployment in Edmonton. This study looked at responses received from students who had either recently left school or graduated, as well as, the perceptions of prospective employers. The major findings of this study include the following:

> The main barrier to employment in this labour market is a severe shortage of jobs. Youth are at a disadvantage due to their lack of work experience, and poor job search techniques. A need for additional services has been identified, particularly for job search techniques training, work experience programs, and job creation. These services need to be established to operate on a long-term

> basis, since continuing high rates of youth unemployment are expected. Employers and youth feel that more preparation for the transition to the labour force should occur in the schools. . . . Currently there are a lack of services designed to meet the needs of these youth. (p. iii)

Hoyt (1978) provided an interesting perspective on the results of follow-up studies by cautioning educators and employers not to look at youth unemployment in isolation of other factors that are occurring simultaneously in the economy. On this issue he wrote:

> the education system should not be held accountable for such large contributing factors as the number of jobs available, the rate of economic growth, the impact of inflation, or changes in productivity. Nevertheless, the education system can, and should, do a great deal to prepare youth for employment - that is, to make them employable. It is employability then, not employment, that, to me, should be the prime responsibility of education with respect to the problems young people face in becoming members of the occupational society. (pp. 29-30)

Sen's (1982) study Unemployment of Youth The Importance of Education for Their Adjustment in the Canadian Labor Market lends support to Hoyt's perception of education's role in enhancing the employability of young people. This author states:

> This should not, however be taken to imply that education-related policies can be the total solution to the problem. What the study strives to suggest is that educational policies must be considered as fundamental concerns of any realistic manpower policy for reducing youth unemployment. (p. 120)

Within the above context, this study further suggests that the main solution the unemployment problem should be to make the education of young people more flexible and responsive to the needs of a technologically oriented economy by striving for a greater balance in the provision of both general and vocational education. General education in this instance refers to academic subjects.

## SUMMARY

This chapter provided a brief historical overview of guidance and counselling from antiquity to the present day form of school guidance and counselling. This review also included a description of the three major models that provided the base for the developmental model where counsellors focus on assisting with the total development of the learner. This trend appears to be consistent with Horowitz's (1975) suggestion:

> The counsellor must be concerned with the student's total development, and one important aspect of his total development has to do with his progress as a learner and his preparation as a worker. The counsellor who neglects these areas, no less than the one who neglects personal, social and emotional problems, is counselling only a fraction of the student and his family. (p. 5)

A brief description of the research setting of this study was given along with several perspectives on evaluating the effectiveness of guidance and counselling programs.

A review of selected follow-up studies that were related to the current study were reported. A general finding from those studies that were selected indicated there was steadily increasing concern among research participants about the transition from school to work.

The findings from a number of the studies that were reviewed indicate a concern for unemployed young people and suggest that additional studies be undertaken in an attempt to provide a greater understanding of this situation, as well as, other factors that influence their career decisions.

# CHAPTER III

## ANALYSIS OF DATA

The previous chapter presented a review of related literature relevant to this study. This chapter presents the data that were collected through the use of the research instrument that was mailed to 124 former graduates of Sturgeon Composite High School who constituted the population of the study. These data are presented partially in tabular form to facilitate the presentation and analysis of same.

It will be recalled from Chapter I that the research instrument was a questionnaire designed to collect demographic, nominal, ordinal, and interval data. To collect these data, the instrument was divided into three parts: demographic characteristics; attitudes and opinions; and open-ended responses.

This chapter will be divided into three sections coinciding with the three parts of the questionnaire.

## DEMOGRAPHIC CHARACTERISTICS

The first part of the instrument sought demographic information, which included: A) name, address, and telephone numbers of the participants, and the same information for their parents or guardians; B) occupational title for those participants who were employed; C) occupational title for participants who set a career goal; and D) the educational courses participants completed since graduating from high school.

### PRESENT OCCUPATIONAL TITLE

This part of the research instrument sought to determine the titles of the occupations of those participants who were employed. The

following question was asked:

B. IF YOU ARE NOW EMPLOYED, WHAT IS THE OFFICIAL JOB TITLE OF YOUR OCCUPATION?

The data collected with this question were placed into major groups of occupations using the classifications provided by the Canadian Classification and Dictionary of Occupations (1971) Vol. I. (p. xxv) Table 3 illustrates the classifications assigned by the researcher using the responses received to this question from 37 out of 41 males and 49 out of 55 females. These data indicate that none of the males reported being employed in any of the following occupational classifications or related fields: social sciences; religion; teaching; medicine and health; artistic, literary, performing arts; sport and recreation; fishing, hunting, and trapping; forestry and logging; and mining and quarrying including oil and gas field occupations. On the other hand 14.6% (6/41) and 12.1% (5/41) of the male participants who responded to this question, indicated they were employed in natural sciences, engineering and mathematics related occupations or machining related occupations, in that rank order.

Data in Table 3 also illustrate that none of the females reported being employed in any of the following occupational classifications or related fields: religion; artistic, literary, performing arts; sport and recreation; fishing, hunting, trapping; forestry and logging; mining and quarrying including oil and gas field occupations; processing occupations; machining; product fabricating, assembling and repairing; construction trades; transport equipment operating; material-handling; and other crafts and equipment operating occupations. Conversely, 38.2% (21/55) and 16.4% (9/55) of the female participants, reported being employed in clerical or service related occupations, respectively.

Table 3

Distribution of Respondents Present Occupational Title

| CCDO* Major Group Classifications | | Male | | Female | |
|---|---|---|---|---|---|
| | | n | % | n | % |
| 11 | Managerial & Administrative | 2 | 4.9 | 5 | 9.1 |
| 21 | Natural Sciences, Engineering & Mathematics | 6 | 14.6 | 5 | 9.1 |
| 23 | Social Sciences | - | - | 1 | 1.8 |
| 25 | Religion | - | - | - | - |
| 27 | Teaching | - | - | 2 | 3.6 |
| 31 | Medicine & Health | - | - | 4 | 7.3 |
| 33 | Artistic | - | - | - | - |
| 37 | Sports & Recreation | - | - | - | - |
| 41 | Clerical | 2 | 4.9 | 21 | 38.2 |
| 51 | Sales | 2 | 4.9 | 1 | 1.8 |
| 61 | Service | 4 | 9.8 | 9 | 16.4 |
| 71 | Farming | 3 | 7.3 | 1 | 1.8 |
| 73 | Fishing, Hunting & Trapping | - | - | - | - |
| 75 | Forestry | - | - | - | - |
| 77 | Mining & Quarrying | - | - | - | - |
| 81/82 | Processing | 2 | 4.9 | - | - |
| 83 | Machining | 5 | 12.1 | - | - |
| 85 | Product Fabricating, Assembling & Repairing | 3 | 7.3 | - | - |
| 87 | Construction | 4 | 9.8 | - | - |
| 91 | Transport | 1 | 2.4 | - | - |
| 93 | Material-Handling | 2 | 4.9 | | |
| 95 | Other Craft | 1 | 2.4 | | |
| 99 | Other Occupations | - | - | - | - |
| | (Unemployed) | 4 | 9.8 | 6 | 10.9 |
| TOTALS | | 41 | 100.0 | 55 | 100.0 |

* refers to Canadian Classification and Dictionary of Occupations

OCCUPATIONAL GOAL

This part of the research instrument sought to determine the titles of the occupations that each participant set as a career goal.

The Question:

C. WHAT IS THE OFFICIAL JOB TITLE OF THE OCCUPATION YOU HAVE SET AS A CAREER GOAL?

Similarly, as in the previous questions, the data obtained with this question were placed into major groups of occupations found in the Canadian Classification and Dictionary of Occupations. In Table 4 are data which illustrate the classifications of occupations assigned by the researcher using the responses from 33 out of 41 males and 37 out of 55 females. These data indicate that 22.0% (9/41) of the males and 20.0% (11/55) of the female participants who responded to this question, indicated that they had set as a career goal to work in occupations in the managerial and administrative fields. The second highest major occupational group set as a career goal by males and females, respectively, were: natural sciences, engineering and mathematics 17.0% (7/41) and clerical occupations 14.5% (8/55).

POSTHIGH SCHOOL EDUCATIONAL COURSES

This part of the research instrument sought to determine what type of educational courses the participants may have completed since graduating from high school.

The Question:

D. IF APPLICABLE, PLEASE INDICATE WHAT EDUCATIONAL COURSES YOU HAVE COMPLETED BEYOND HIGH SCHOOL?

The data in Table 5 show that 40.0% (12/30) of the male participants responding to this question, completed some courses that were

Table 4

Distribution of Respondents Career Goal

| CCDO* Major Group Classifications | | Male | | Female | |
|---|---|---|---|---|---|
| | | n | % | n | % |
| 11 | Managerial & Administrative | 9 | 22.0 | 11 | 20.0 |
| 21 | Natural Sciences, Engineering & Mathematics | 7 | 17.0 | 3 | 5.5 |
| 23 | Social Sciences | - | - | 1 | 1.8 |
| 25 | Religion | - | - | - | - |
| 27 | Teaching | - | - | 3 | 5.5 |
| 31 | Medicine & Health | - | - | 5 | 9.1 |
| 33 | Artistic | - | - | 2 | 3.6 |
| 37 | Sports & Recreation | - | - | - | - |
| 41 | Clerical | - | - | 8 | 14.5 |
| 51 | Sales | - | - | - | - |
| 61 | Service | 3 | 7.3 | 4 | 7.3 |
| 71 | Farming | 2 | 4.9 | - | - |
| 73 | Fishing, Hunting & Trapping | - | - | - | - |
| 75 | Forestry | - | - | - | - |
| 77 | Mining & Quarrying | - | - | - | - |
| 81/82 | Processing | - | - | - | - |
| 83 | Machining | 5 | 12.2 | - | - |
| 85 | Product Fabricating, Assembling & Repairing | 3 | 7.3 | - | - |
| 87 | Construction | 4 | 9.8 | - | - |
| 91 | Transport | - | - | - | - |
| 93 | Material-Handling | - | - | - | - |
| 95 | Other Crafts | - | - | - | - |
| 99 | Other Occupations | - | - | - | - |
| | (Undecided) | 8 | 19.5 | 18 | 32.7 |
| TOTALS | | 41 | 100.0 | 55 | 100.0 |

* refers to Canadian Classification and Dictionary of Occupations

part of an apprenticeship program. The second most common type of post-secondary educational course completed by male participants was at the university level. There are data in Table 5 which gives support to this statement because 23.3% (7/30) of the male participants completed courses at this level.

The most common type of educational course after high school that was completed by female participants, were in-house courses that were provided by the employer. Table 5 includes data which show that 29.0% (9/31) of the female population of the study completing such courses. The second most common type of educational course that was completed by these participants were placed into the "Other" category. Included in the "Other" category were courses such as: Registered Industrial Accounting, Registered Nursing Assistant, and Electrolysis.

## ATTITUDES AND OPINIONS

The second part of the research instrument sought to obtain the attitudes and opinions of youth who had completed their education at Sturgeon Composite High School (S.C.H.S.) in 1979. It was previously stated that a Likert-Type five-point alternative selection format, ranging from "strongly agree" to "strongly disagree" was employed in this portion of the instrument which included 45 statements.

Thirty-three of the items in this part of the instrument were worded as positive statements. The remaining twelve items consisted of six statements worded in a negative direction and six statements that were neutrally worded. The latter twelve items are each identified as negative or neutral statements on the remaining Tables that follow in this chapter.

Table 5

Distribution of Responses Indicating the Type of Educational Courses Completed Beyond High School

| | Male | | Female | |
|---|---|---|---|---|
| Type of Educational Courses | n | % | n | % |
| Apprenticeship | 12 | 40.0 | - | - |
| College | - | - | 2 | 6.5 |
| Institute of Technology | 5 | 16.7 | 5 | 16.1 |
| University | 7 | 23.3 | 5 | 16.1 |
| Combination of College, Institute of Technology, and/or University | 3 | 10.0 | 3 | 9.7 |
| Provided by Employer | 2 | 6.7 | 9 | 29.0 |
| Other | 1 | 3.3 | 7 | 22.16 |
| TOTALS | 30 | 100.0 | 31 | 100.0 |

ONE-WAY ANALYSIS OF VARIANCE

As was previously stated in Chapter I, one-way analyses of variance were calculated using programs selected from the Statistical Package for the Social Sciences (SPSSx). These analyses are statistical tests which are commonly used to determine if significant differences exist when more than two groups are compared.

In the second part of the data analysis, the one-way analysis of variance was used to determine whether significant differences existed in responses received from S.C.H.S. graduates who completed a program of studies in either the academic, business, general, or vocational programs offered at the school. This statistical procedure was also used to

determine whether significant differences existed between responses received from male and female graduates. In each test, no significant differences were found between the various groups or within the various groups. As a result, the data received from the 96 participants were treated as an aggregate and are reported with both the male and female responses combined. These responses are reported numerically and with percentages, as well as, with the mean (M) and standard of deviation (SD) indicated for each item.

COUNSELLING THAT HELPS FIND EMPLOYMENT

To determine the respondents' opinion as to whether S.C.H.S. should provide students with counselling that helps find employment, participants were asked to respond to the following statement.

1. S.C.H.S. SHOULD PROVIDE STUDENTS WITH COUNSELLING THAT HELPS FIND EMPLOYMENT.

From data in Table 6, it is evident that almost half of the respondents, 49% (47/96), strongly agreed with this statement. Of the 96 respondents, only 1 strongly disagreed with this statement. This represented only 1% of those involved in the research.

COUNSELLING THAT HELPS CONTINUE EDUCATION

To obtain the respondents' opinions as to whether S.C.H.S. should provide students with counselling that will help them continue their education, the following statement was asked.

2. S.C.H.S. SHOULD PROVIDE STUDENTS WITH COUNSELLING THAT HELPS THEM CONTINUE THEIR EDUCATION.

The data collected with this statement are illustrated in Table 7. These data indicate that 91 of the 96 respondents or 94.8% either agreed or strongly agreed with this statement. There were no respondents who

disagreed with this statement.

Table 6

Distribution of Respondents Indicating Their Opinion that S.C.H.S. Should Provide Counselling that Helps Find Employment

n = 96

| Option | Weight Factor | No. of Respondents | % | Cumulative % |
|---|---|---|---|---|
| Strongly Disagree | 1.0 | 1 | 1.0 | 1.0 |
| Disagree | 2.0 | 4 | 4.2 | 5.2 |
| Undecided | 3.0 | 7 | 7.3 | 12.5 |
| Agree | 4.0 | 37 | 38.5 | 51.0 |
| Strongly Agree | 5.0 | 47 | 49.0 | 100.0 |
| TOTALS | | 96 | 100.0 | 100.0 |

M 4.302

SD 0.860

EMPHASIS ON BASIC ACADEMIC SUBJECTS

To ascertain the respondents' opinions as to whether students should place more emphasis on basic academic subjects, participants were asked in Statement 3.

3. STUDENTS SHOULD PLACE MORE EMPHASIS ON BASIC ACADEMIC SUBJECTS: MATH, SCIENCE, ENGLISH, ETC.

Table 8 illustrate data that were obtained with this statement. These data show that 58.4% more than half, (56/96) of the respondents, either agreed or strongly agreed with this statement. Conversely, there were 20 of the 96 respondents or 20.8% who either disagreed or strongly disagreed that students should place more emphasis on the basic academic

subjects.

Table 7

Distribution of Respondents Indicating Their Opinion that S.C.H.S. Should Provide Counselling that Helps Continue Education

n = 96

| Option | Weight Factor | No. of Respondents | % | Cumulative % |
|---|---|---|---|---|
| Strongly Disagree | 1.0 | 0 | 0.0 | 0.0 |
| Disagree | 2.0 | 0 | 0.0 | 0.0 |
| Undecided | 3.0 | 5 | 5.2 | 5.2 |
| Agree | 4.0 | 43 | 44.8 | 50.0 |
| Strongly Agree | 5.0 | 48 | 50.0 | 100.0 |
| TOTALS | | 96 | 100.0 | 100.0 |

M 4.448

SD 0.596

WORK EXPERIENCE THROUGH PART-TIME EMPLOYMENT

To determine opinions of respondents whether they should have obtained more work experience through part-time employment while a high school student, they were asked the following Statement.

4. WHILE A STUDENT AT S.C.H.S. I SHOULD HAVE OBTAINED MORE WORK EXPERIENCE THROUGH PART-TIME EMPLOYMENT.

From data in Table 9, 45.9% (44/96) that responded either agree or strongly agree were of the opinion that they should have had part-time work experience while in high school. This group is off-set by those who were undecided (26/96) and the 25 who disagreed with this statement.

Table 8

Distribution of Respondents Indicating Their Opinion that Students Should Place More Emphasis on Basic Academic Subjects

n = 96

| Option | Weight Factor | No. of Respondents | % | Cumulative % |
|---|---|---|---|---|
| Strongly Disagree | 1.0 | 1 | 1.0 | 1.0 |
| Disagree | 2.0 | 19 | 19.8 | 20.8 |
| Undecided | 3.0 | 20 | 20.8 | 41.6 |
| Agree | 4.0 | 34 | 35.5 | 77.1 |
| Strongly Agree | 5.0 | 22 | 22.9 | 100.0 |
| TOTALS | | 96 | 100.0 | 100.0 |

M 3.594

SD 1.082

KNOW THE REQUIREMENTS OF MOST JOBS

Statement 5 was designed to collect the opinions on whether research participants knew the requirements of most jobs. To collect these opinions, the statement was phrased in this way.

5. I THINK I KNOW WHAT THE REQUIREMENTS OF MOST JOBS ARE.

The data in Table 10 indicate that 51.0% (49/96) of the respondents agreed they knew what the requirements of most jobs were. Conversely, 21.9% (21/96) of the respondents disagreed with this statement. In view of the large number of occupations defined in the Canadian Classification and Dictionary of Occupations responses to this statement may be considered with some skepticism.

Table 9

Distribution of Respondents Indicating Their Opinion That They Should Have Obtained More Work Experience

n = 96

| Option | Weight Factor | No. of Respondents | % | Cumulative % |
|---|---|---|---|---|
| Strongly Disagree | 1.0 | 1 | 1.0 | 1.0 |
| Disagree | 2.0 | 25 | 26.0 | 27.0 |
| Undecided | 3.0 | 26 | 27.1 | 54.1 |
| Agree | 4.0 | 33 | 34.4 | 88.5 |
| Strongly Agree | 5.0 | 11 | 11.5 | 100.0 |
| TOTALS | | 96 | 100.0 | 100.0 |

M 3.292

SD 1.015

MAKING OCCUPATIONAL-VOCATIONAL CHOICES

Statement six was one of the six statements of the questionnaire that was worded in a negative direction. This statement was written to determine whether graduates were of the opinion that the high school should not assist students in making an occupational-vocational choice.

On the research questionnaire, Statement 6 had this wording:

6. S.C.H.S. SHOULD NOT ASSIST STUDENTS WITH MAKING OCCUPATIONAL-VOCATIONAL CHOICES.

Because this statement was negatively phrased, the weight factor for each option was reversed in comparison to the positively phrased statement. The data collected with this statement can be found in Table 11. These data show that 80.2% (77/96) of the respondents were

of the opinion that the school should assist students in making their occupational-vocational choice because they either disagreed or disagreed strongly with this statement. In contrast, 11.5% (11/96) of the respondents either agreed or agreed strongly with this statement.

Table 10

Distribution of Respondents Indicating Their Opinion That They Know the Requirements of Most Jobs

n = 96

| Option | Weight Factor | No. of Respondents | % | Cumulative % |
|---|---|---|---|---|
| Strongly Disagree | 1.0 | 5 | 5.2 | 5.2 |
| Disagree | 2.0 | 21 | 21.9 | 27.1 |
| Undecided | 3.0 | 14 | 14.6 | 41.7 |
| Agree | 4.0 | 49 | 51.0 | 92.7 |
| Strongly Agree | 5.0 | 7 | 7.3 | 100.0 |
| TOTALS | | 96 | 100.0 | 100.0 |

M 3.333

SD 1.063

AVAILABILITY OF EDUCATIONAL INFORMATION

To determine the respondents' opinions whether educational information on high school credits, courses, programs, requirements for universities, technical institutes, apprenticeships and other higher institutions should be made available to students, Statement 7 was included on the research instrument with this phrasing.

7. EDUCATIONAL INFORMATION ON HIGH SCHOOL CREDITS, COURSES, PROGRAMS, REQUIREMENTS FOR UNIVERSITIES, TECHNICAL INSTITUTES, APPRENTICESHIPS

AND OTHER HIGHER INSTITUTIONS SHOULD BE AVAILABLE TO STUDENTS.

In responding to this statement, participants indicated a very high degree of consensus toward this item when 74.0% (71/96) indicated they strongly agreed with this statement. The remaining 26.0% (25/96) of the research population indicated they agreed with this statement, as shown in Table 12.

Table 11

Distribution of Respondents Indicating Their Opinion That S.C.H.S. Should Not Assist Students with Making Occupational-Vocational Choices

n = 96

| Option | Weight Factor | No. of Respondents | % | Cumulative % |
|---|---|---|---|---|
| Strongly Disagree | 5.0 | 28 | 29.2 | 29.2 |
| Disagree | 4.0 | 49 | 51.0 | 80.2 |
| Undecided | 3.0 | 8 | 8.3 | 88.5 |
| Agree | 1.0 | 9 | 9.4 | 97.9 |
| Strongly Agree | 1.0 | 2 | 2.1 | 100.0 |
| TOTALS | | 96 | 100.0 | 100.0 |

NOTE: This statement was considered to be a negative item; therefore, the weight factor assigned to each option is opposite to that of a positively structured item.

M 3.958

SD 0.972

JOB AND AMOUNT OF PAY

To determine whether respondents would like a job with low pay that they like when compared to a job with better pay that they did not like, Statement 8 asked:

8. I WOULD RATHER HAVE A JOB WITH LOW PAY THAT I LIKE, THAN A JOB WITH BETTER PAY THAT I DID NOT LIKE.

Data from Table 13 indicates that 76.0% (73/96) of the respondents either agreed or strongly agreed with this statement. There were 7 of the 96 respondents who disagreed with this statement. They represented less than ten percent (7.3%) of the research population.

Table 12

Distribution of Respondents Indicating Their Opinion that Post-Secondary Educational Information Should be Available to Students

n = 96

| Option | Weight Factor | No. of Respondents | % | Cumulative % |
|---|---|---|---|---|
| Strongly Disagree | 1.0 | 0 | 0.0 | 0.0 |
| Disagree | 2.0 | 0 | 0.0 | 0.0 |
| Undecided | 3.0 | 0 | 0.0 | 0.0 |
| Agree | 4.0 | 25 | 26.0 | 26.0 |
| Strongly Agree | 5.0 | 71 | 74.0 | 100.0 |
| TOTALS | | 96 | 100.0 | 100.0 |

M 4.740

SD 0.441

OPPORTUNITY FOR INDIVIDUAL COUNSELLING

To obtain the respondents' opinions whether they thought that students at S.C.H.S. should have an opportunity to go to someone for individual counselling, participants were asked Statement 9.

9. STUDENTS AT S.C.H.S. SHOULD HAVE AN OPPORTUNITY TO GO TO SOMEONE FOR INDIVIDUAL COUNSELLING.

There was a high degree of consensus among the participants toward this item when 96.9% of the respondents (93/96) indicated they either agreed or strongly agreed with this statement. None of the respondents indicated disagreement with this statement.

Table 13

Distribution of Respondents Indicating Their Opinion that They Would Rather Have a Job with Low Pay that They Liked, Than a Job with Better Pay that They Did Not Like

n = 96

| Option | Weight Factor | No. of Respondents | % | Cumulative % |
|---|---|---|---|---|
| Strongly Disagree | 1.0 | 0 | 0.0 | 0.0 |
| Disagree | 2.0 | 7 | 7.3 | 7.3 |
| Undecided | 3.0 | 16 | 16.7 | 24.0 |
| Agree | 4.0 | 44 | 45.8 | 69.9 |
| Strongly Agree | 5.0 | 29 | 30.2 | 100.0 |
| TOTALS | | 96 | 100.0 | 100.0 |

M 3.990

SD 0.877

GETTING A GOOD JOB

To determine how participants viewed the role of luck in getting a good job, the participants were asked Statement 10.

10. GETTING A GOOD JOB IS USUALLY A MATTER OF LUCK - BEING IN THE RIGHT PLACE AT THE RIGHT TIME.

It will be recalled that of the 45 statements that comprised the

second part of the research instrument, six were classified by the researcher as neutral items. As a neutral item, no weight factor was assigned to each option. Table 15 illustrates data which show that 40.6% (39/96) of the respondents disagreed that luck played a major role in securing a good job. Twenty-two of the 96 respondents, or 22.9% of the research population were of the opinion that luck was important in getting a good job when they agreed with this statement.

Table 14

Distribution of Respondents Indicating Their Opinion that Students at S.C.H.S. Should Have an Opportunity to go to Someone for Individual Counselling

n = 96

| Option | Weight Factor | No. of Respondents | % | Cumulative % |
|---|---|---|---|---|
| Strongly Disagree | 1.0 | 0 | 0.0 | 0.0 |
| Disagree | 2.0 | 0 | 0.0 | 0.0 |
| Undecided | 3.0 | 3 | 3.1 | 3.1 |
| Agree | 4.0 | 45 | 46.9 | 50.0 |
| Strongly Agree | 5.0 | 48 | 50.0 | 100.0 |
| TOTALS | | 96 | 100.0 | 100.0 |

M 4.469

SD 0.561

FAMILY LIFE EDUCATION

The second statement that was worded in a negative direction was Statement 11, which asked:

11. STUDENTS AT S.C.H.S. SHOULD NOT BE ASSISTED IN LEARNING ABOUT FAMILY LIFE INCLUDING SEX EDUCATION.

This statement was negatively phrased; therefore, the weight factor for each option was reversed in comparison to the positively phrased statements. Data collected with this statement were used to organize Table 16. These data show there was considerable disagreement among those involved in the study. A combined total of the respondents indicated that 76 out of 96 or more than three-quarters (79.2%) who answered this statement indicated they either disagreed or strongly disagreed with this statement.

Table 15

Distribution of Respondents Indicating Their Opinion that Getting a Good Job is Usually a Matter of Luck

$n = 96$

| Option | No. of Respondents | % | Valid % | Cumulative % |
|---|---|---|---|---|
| Strongly Disagree | 8 | 8.3 | 8.3 | 8.3 |
| Disagree | 39 | 40.6 | 40.6 | 49.0 |
| Undecided | 18 | 18.8 | 18.8 | 67.7 |
| Agree | 22 | 22.9 | 22.9 | 90.6 |
| Strongly Agree | 9 | 9.4 | 9.4 | 100.0 |
| No Response | 0 | | | |
| TOTALS | 96 | 100.0 | 100.0 | 100.0 |

NOTE: This statement was considered to be a neutral item; therefore, no weight factor was assigned to each option.

M 2.844

SD 1.155

Table 16

Distribution of Respondents Indicating Their Opinion that Students at S.C.H.S. Should Not be Assisted in Learning About Family Life Including Sex Education

n = 96

| Option | Weight Factor | No. of Respondents | % | Cumulative % |
|---|---|---|---|---|
| Strongly Disagree | 5.0 | 45 | 46.9 | 46.9 |
| Disagree | 4.0 | 31 | 32.3 | 72.9 |
| Undecided | 3.0 | 12 | 12.4 | 91.6 |
| Agree | 2.0 | 4 | 4.2 | 95.8 |
| Strongly Agree | 1.0 | 4 | 4.2 | 100.0 |
| TOTALS | | 96 | 100.0 | 100.0 |

NOTE: This statement was considered to be a negative item; therefore, the weight factor assigned to each option is opposite to that of a positively structured item.

M 4.135

SD 1.062

JOB AVAILABILITY

Statistics Canada reported that in June 1984 the unadjusted rate of unemployment, for youths ranging in age from 20-24 years, in Alberta and Canada was 16.3% and 17.0% respectively for males, and 13.1% and 14.9% respectively for females. Statement 12 was presented to the participants to determine their opinions as to whether they thought that there are jobs available for those who want them.

The statement read:

12. THERE ARE JOBS AVAILABLE FOR THOSE WHO WANT THEM.

There are data in Table 17 which indicate that more respondents strongly disagreed (2.1% or 2/96) that jobs are available for those who want them. In contrast, there were more respondents who agreed with this statement (34.3% or 33/96) than those who disagreed with it (22.9% or 22/96).

Table 17

Distribution of Respondents Indicating Their Opinion that there are Jobs Available for Those Who Want Them

n = 96

| Option | Weight Factor | No. of Respondents | % | Cumulative % |
|---|---|---|---|---|
| Strongly Disagree | 1.0 | 2 | 2.1 | 2.1 |
| Disagree | 2.0 | 22 | 22.9 | 25.0 |
| Undecided | 3.0 | 18 | 18.8 | 43.8 |
| Agree | 4.0 | 33 | 34.3 | 78.1 |
| Strongly Agree | 5.0 | 21 | 21.9 | 100.0 |
| TOTALS | | 96 | 100.0 | 100.0 |

M 3.510

SD 1.133

ASSIST STUDENTS TO BETTER UNDERSTAND THEMSELVES

Opinions of participants were solicited to determine whether S.C.H.S. should assist students to better understand themselves. To collect this type of data, Statement 13 was stated in this fashion.

13. S.C.H.S. SHOULD ASSIST STUDENTS TO BETTER UNDERSTAND THEMSELVES,

HOW THEY DEVELOP AND FUNCTION, THEIR NEEDS AND STRENGTHS, AND SO ON.

Approximately eighty-three percent of the research population, 79 out of 96, indicated that they either agreed or strongly agreed that the school should assist students to better understand themselves. Only 5.2% (12/96) of those involved in the study reported they were in disagreement with this statement. A total of 12.5% (12/96) indicated that they were undecided on this item, as illustrated in Table 18.

Table 18

Distribution of Respondents Indicating Their Opinion that S.C.H.S. Should Assist Students to Better Understand Themselves, How They Develop and Function, and Their Needs and Strengths.

n = 96

| Option | Weight Factor | No. of Respondents | % | Cumulative % |
|---|---|---|---|---|
| Strongly Disagree | 1.0 | 1 | 1.0 | 1.0 |
| Disagree | 2.0 | 4 | 4.2 | 5.2 |
| Undecided | 3.0 | 12 | 12.5 | 17.7 |
| Agree | 4.0 | 53 | 55.2 | 72.9 |
| Strongly Agree | 5.0 | 26 | 27.1 | 100.0 |
| TOTALS | | 96 | 100.0 | 100.0 |

M 4.031

SD 0.814

IMPORTANT FACTOR IN EMPLOYER HIRING PRACTICES

To solicit the opinions that respondents held with respect to the

importance employers placed on previous education and work experience in their hiring practices, Statement 14 asked:

14. THE MOST IMPORTANT FACTOR CONSIDERED BY MY CURRENT OR MOST RECENT EMPLOYER IN HIRING ME WAS MY PREVIOUS EDUCATIONAL AND WORK EXPERIENCES.

This statement is the third of six neutral statements that were part of the research instrument. As a result, data presented in Table 19 indicate that no weight factor has been assigned to the options of those who responded to this statement. There were two participants who did not respond to this statement. In Table 19 are data which illustrate a combined percentage of 60.4% (58/94) of the respondents who either agreed or strongly agreed with this statement. This contrasts with a combined percentage of 27.1% (26/94) of respondents who either disagreed or strongly disagreed with this item.

HELP THROUGH GROUP COUNSELLING

To determine whether students at S.C.H.S. should be helped through group counselling, Statement 15 had this phrasing.

15. STUDENTS AT S.C.H.S. SHOULD BE HELPED THROUGH GROUP COUNSELLING.

In Table 20 are data which indicated that 51 of the 96 respondents were undecided whether students should be helped through group counselling. Nevertheless, 31.2% of the research population either agreed or strongly agreed with this statement. This contrasted with 15.6% who either disagreed or strongly disagreed.

VARIETY OF JOB OPPORTUNITIES

Statement 16 was written to determine the opinions of participants concerning the variety of job opportunities that were available to them at the time of the study. This statement read:

16. MORE THAN EVER BEFORE, THERE IS A GREATER VARIETY OF JOB OPPORTUNITIES.

According to data in Table 21, there were more respondents that strongly disagreed with this statement (22.9% or 22/96) when compared to respondents that strongly agreed (9.4% or 9/96) with it.

Table 19

Distribution of Respondents Indicating Their Opinion that the Most Important Factor Considered by Their Employers was Previous Education and Work Experience

n = 94

| Option | No. of Respondents | % | Valid % | Cumulative % |
|---|---|---|---|---|
| Strongly Disagree | 3 | 3.1 | 3.2 | 3.2 |
| Disagree | 23 | 24.0 | 24.5 | 27.7 |
| Undecided | 10 | 10.4 | 10.6 | 38.3 |
| Agree | 36 | 37.5 | 38.3 | 76.6 |
| Strongly Agree | 22 | 22.9 | 23.4 | 100.0 |
| No Response | (2) | 2.1 | | |
| TOTALS | 94 | 100.0 | 100.0 | 100.0 |

NOTE: This statement was considered to be a neutral item; therefore, no weight factor was assigned to each option.

M 3.543

SD 1.188

STUDY MORE

In order to obtain the opinions of respondents whether they should have studied more while a student at S.C.H.S., they were asked this

statement.

17. WHILE A STUDENT AT S.C.H.S. I SHOULD HAVE STUDIED MORE.

The data in Table 22 indicate that a combined percentage of 51% of the respondents either agreed (31/96) or strongly agreed (18/96) that they should have studied more while in high school. Conversely, a combined percentage of 30.2% of the respondents either disagreed (27/96) or strongly disagreed (2/96) with this statement. Eighteen participants were undecided as to the amount of studying they should have done as high school students.

Table 20

Distribution of Respondents Indicating Their Opinion that Students at S.C.H.S. Should be Helped Through Group Counselling

n = 96

| Option | Weight Factor | No. of Respondents | % | Cumulative % |
|---|---|---|---|---|
| Strongly Disagree | 1.0 | 3 | 3.1 | 3.1 |
| Disagree | 2.0 | 12 | 12.5 | 15.6 |
| Undecided | 3.0 | 51 | 53.2 | 68.8 |
| Agree | 4.0 | 20 | 20.8 | 89.6 |
| Strongly Agree | 5.0 | 10 | 10.4 | 100.0 |
| TOTALS | | 96 | 100.0 | 100.0 |

M 3.229

SD 0.912

Table 21

Distribution of Respondents Indicating Their Opinion that More Than Ever Before, There is a Greater Variety of Job Opportunities

n = 96

| Option | Weight Factor | No. of Respondents | % | Cumulative % |
|---|---|---|---|---|
| Strongly Disagree | 1.0 | 22 | 22.9 | 22.9 |
| Disagree | 2.0 | 27 | 28.1 | 51.0 |
| Undecided | 3.0 | 12 | 12.5 | 63.5 |
| Agree | 4.0 | 26 | 27.1 | 90.6 |
| Strongly Agree | 5.0 | 9 | 9.4 | 100.0 |
| TOTALS | | 96 | 100.0 | 100.0 |

M 2.719

SD 1.335

ABILITIES, PERSONAL TRAITS, AND INTERESTS

Should S.C.H.S. provide a service that would assist students to examine their abilities, personal traits, and interests as these characteristics relate to future plans? To answer the statement, participants were asked:

18. A SERVICE IN S.C.H.S. SHOULD ASSIST STUDENTS TO EXAMINE ABILITIES, PERSONAL TRAITS, AND INTERESTS AS THEY PERTAIN TO FUTURE PLANS.

In responding to this statement, the majority of participants indicated a high degree of consensus in favour of this item when 89.6% (86/96) of the respondents indicated they agreed or strongly agreed with this statement. There were only 3 members of the research population who either disagreed or strongly disagreed that the school

should provide such a service, as illustrated in Table 23.

Table 22

Distribution of Respondents Indicating Their Opinion that They Should Have Studied More

n = 96

| Option | Weight Factor | No. of Respondents | % | Cumulative % |
|---|---|---|---|---|
| Strongly Disagree | 1.0 | 2 | 2.1 | 2.1 |
| Disagree | 2.0 | 27 | 28.1 | 30.2 |
| Undecided | 3.0 | 18 | 18.8 | 49.0 |
| Agree | 4.0 | 31 | 32.2 | 81.2 |
| Strongly Agree | 5.0 | 18 | 18.8 | 100.0 |
| TOTALS | | 96 | 100.0 | 100.0 |

M 3.375

SD 1.145

EARNING A LIVING

Those involved in the research were asked:

19. EARNING A LIVING IS THE MOST IMPORTANT THING IN ADULT LIFE.

The researcher considered this item to be one of the six neutrally worded and therefore no weight factor was assigned to each option that respondents expressed. The data in Table 24 indicate that approximately 20% strongly agreed and that an additional 30.2% agreed that the most important thing in adult life is to earn a living. This represented a combined percentage of 50.0% of the respondents. Conversely, 23 of the respondents disagreed, while 7 strongly disagreed

with this statement.

Table 23

Distribution of Respondents Indicating Their Opinion that a School Service Should Assist Students to Examine Abilities, Personal Traits, and Interests

n = 96

| Option | Weight Factor | No. of Respondents | % | Cumulative % |
|---|---|---|---|---|
| Strongly Disagree | 1.0 | 1 | 1.0 | 1.0 |
| Disagree | 2.0 | 2 | 2.1 | 3.1 |
| Undecided | 3.0 | 7 | 7.3 | 10.4 |
| Agree | 4.0 | 58 | 60.4 | 70.8 |
| Strongly Agree | 5.0 | 28 | 29.2 | 100.0 |
| TOTALS | | 96 | 100.0 | 100.0 |

M 4.146

SD 0.725

PERSONAL AND SOCIAL PROBLEMS

Statement 20 was designed in order to obtain opinions from the participants as to whether they thought someone at S.C.H.S. should assist students who have personal and social problems.

20. SOMEONE AT S.C.H.S. SHOULD ASSIST STUDENTS WHO HAVE PERSONAL AND SOCIAL PROBLEMS.

In Table 25 are data which indicate that 48 of the 96 respondents agreed while an additional 33 participants strongly agreed with this item. This represented a combined total of 81 participants, which

constituted 84.4% of those involved in the study. Only 4 of the respondents disagreed and strongly disagreed that the school should have someone to assist students with their personal and social problems.

Table 24

Distribution of Respondents Indicating Their Opinion that Earning a Living is the Most Important Thing in Adult Life

n = 96

| Option | No. of Respondents | % | Valid % | Cumulative % |
|---|---|---|---|---|
| Strongly Disagree | 7 | 7.3 | 7.3 | 7.3 |
| Disagree | 23 | 24.0 | 24.0 | 31.3 |
| Undecided | 18 | 18.8 | 18.8 | 50.0 |
| Agree | 29 | 30.2 | 30.2 | 80.2 |
| Strongly Agree | 19 | 19.8 | 19.8 | 100.0 |
| TOTALS | 96 | 100.0 | 100.0 | 100.0 |

NOTE: This statement was considered to be a neutral item; therefore, no weight factor was assigned to each option.

M 3.313

SD 1.242

VISITORS SHOULD BE INVITED

Statement 21 was presented to the participants in order to obtain opinion on whether S.C.H.S. should invite visitors to speak to students about various occupations.

The statement asked of the research population was:

21. VISITORS SHOULD BE INVITED TO COME TO S.C.H.S. TO SPEAK TO STUDENTS ABOUT VARIOUS OCCUPATIONS.

Of the 45 statements presented in the second part of the research instrument, this item received the second highest degree of consensus from the respondents. The statement which received the highest degree of agreement was statement number seven. Data illustrated in Table 26, show that 38 agreed and 57 strongly agreed with this statement for a total of 95 of the 96 participants. This represents a combined percentage of 99% of the research population.

Table 25

Distribution of Respondents Indicating Their Opinion that Someone at S.C.H.S. Should Assist Students Who have Personal and Social Problems

n = 96

| Option | Weight Factor | No. of Respondents | % | Cumulative % |
|---|---|---|---|---|
| Strongly Disagree | 1.0 | 3 | 3.1 | 3.1 |
| Disagree | 2.0 | 1 | 1.0 | 4.1 |
| Undecided | 3.0 | 11 | 11.5 | 15.6 |
| Agree | 4.0 | 48 | 50.0 | 65.5 |
| Strongly Agree | 5.0 | 33 | 34.4 | 100.0 |
| TOTALS | | 96 | 100.0 | 100.0 |

M 4.115

SD 0.881

METHOD IN FINDING EMPLOYMENT

To partially determine the main method respondents used in finding their current or most recent employment, participants were asked Statement 22.

22. THE MAIN METHOD USED IN FINDING MY CURRENT OR MOST RECENT EMPLOYMENT WAS THROUGH FRIENDS.

The researcher classified this statement as neutrally worded; therefore, no weight factor was assigned to each option shown by participants. Only 95 of the participants responded to this statement. Data in Table 27 illustrate a combined percentage of 61.4% (59/95) of the respondents either disagreed or strongly disagreed with this statement. A combined percentage of 34.7% (33/95) of the respondents indicated that they either agreed or strongly agreed that they found their most recent employment through friends.

Table 26

Distribution of Respondents Indicating Their Opinion that Visitors Should be Invited to Speak to Students About Various Occupations

n = 96

| Option | Weight Factor | No. of Respondents | % | Cumulative % |
|---|---|---|---|---|
| Strongly Disagree | 1.0 | 0 | 0.0 | 0.0 |
| Disagree | 2.0 | 1 | 1.0 | 1.0 |
| Undecided | 3.0 | 0 | 0.0 | 1.0 |
| Agree | 4.0 | 38 | 39.6 | 40.6 |
| Strongly Agree | 5.0 | 57 | 59.4 | 100.0 |
| TOTALS | | 96 | 100.0 | 100.0 |

M 4.573

SD 0.557

USE OF COMMUNITY PEOPLE, AGENCIES, AND OTHER RESOURCES

Statement 23 was constructed in order to obtain the opinions of the participants in regards to whether they thought that the school should make good use of various community people, agencies, and other resources that are in a position to help students. Statement 23 asked:

23. S.C.H.S. SHOULD MAKE GOOD USE OF VARIOUS COMMUNITY PEOPLE, AGENCIES, AND OTHER RESOURCES THAT ARE IN A POSITION TO HELP STUDENTS.

As illustrated in Table 28, 89 of the 96 respondents either agreed or strongly agreed with the statement that the school should make good use of community resources that are in a position to help students.

Table 27

Distribution of Respondents Indicating Their Opinion that the Main Method Used to Find Their Current or Most Recent Employment was Through Friends

n = 95

| Option | No. of Respondents | % | Valid % | Cumulative % |
|---|---|---|---|---|
| Strongly Disagree | 27 | 28.1 | 28.4 | 28.4 |
| Disagree | 32 | 33.3 | 33.7 | 62.1 |
| Undecided | 3 | 3.1 | 3.2 | 65.3 |
| Agree | 23 | 24.0 | 24.2 | 89.5 |
| Strongly Agree | 10 | 10.4 | 10.5 | 100.0 |
| No Response | (1) | 1.0 | | |

NOTE: This statement was considered to be a neutral item; therefore, no weight factor was assigned to each option.

M 2.547

SD 1.397

Table 28

Distribution of Respondents Indicating Their Opinion that S.C.H.S. Should Make Good Use of Various Community People, Agencies, and Other Resources that are in a Position to Help Students

n = 96

| Option | Weight Factor | No. of Respondents | % | Cumulative % |
|---|---|---|---|---|
| Strongly Disagree | 1.0 | 0 | 0.0 | 0.0 |
| Disagree | 2.0 | 0 | 0.0 | 0.0 |
| Undecided | 3.0 | 7 | 7.3 | 7.3 |
| Agree | 4.0 | 55 | 57.3 | 64.6 |
| Strongly Agree | 5.0 | 34 | 35.4 | 100.0 |
| TOTALS | | 96 | 100.0 | 100.0 |

M 4.281

SD 0.593

UNDERSTANDING AND APPRECIATING THE WORLD OF WORK

The Canadian Classification and Dictionary of Occupations (1971) contains more than 6,700 definitions of different occupations. The purpose of Statement 24 was to determine whether or not the participants believed that S.C.H.S. should assist students to develop a better understanding and appreciation of the world of work.

24. S.C.H.S. SHOULD ASSIST STUDENTS TO DEVELOP A BETTER UNDERSTANDING AND APPRECIATION OF THE WORLD OF WORK.

Like the responses to Statement 23, considerable agreement was expressed in favour of this statement. Data in Table 29 illustrate a

combined percentage of 94.8% (91/96) of the respondents either agreeing (59) or strongly agreeing (32) with this item. No respondents were in disagreement with this statement.

Table 29

Distribution of Respondents Indicating Their Opinion that S.C.H.S. Should Assist Students to Develop a Better Understanding and Appreciation of the World of Work

n = 96

| Option | Weight Factor | No. of Respondents | % | Cumulative % |
|---|---|---|---|---|
| Strongly Disagree | 1.0 | 0 | 0.0 | 0.0 |
| Disagree | 2.0 | 0 | 0.0 | 0.0 |
| Undecided | 3.0 | 5 | 5.2 | 5.2 |
| Agree | 4.0 | 59 | 61.5 | 66.7 |
| Strongly Agree | 5.0 | 32 | 33.3 | 100.0 |
| TOTALS | | 96 | 100.0 | 100.0 |

M 4.281

SD 0.556

REFERRALS TO HELPING AGENCIES

To assist in identifying the opinions of those involved in the study with regard that S.C.H.S. make referrals to other helping agencies, Statement 25 was constructed.

25. S.C.H.S. SHOULD ASSIST STUDENTS (OR PARENTS OF STUDENTS) WITH PROBLEMS WHICH CANNOT BE HANDLED IN THE SCHOOL BY REFERRING THEM TO OTHER HELPING AGENCIES SUCH AS SOCIAL SERVICES, FAMILY COUNSELLING, MENTAL HEALTH SERVICES, PUBLIC HEALTH PEOPLE, AND SO ON.

The data collected with this statement were used to organize Table 30. These data show a combined percentage of 75% (72/95) of the respondents indicated either agreeing (47) or strongly agreeing (25) with Statement 25. This was contrasted by 5.2% (5/95) of the respondents who indicated they disagreed that students with problems should be referred to other agencies.

Table 30

Distribution of Respondents Indicating Their Opinion that S.C.H.S. Should Assist Students (or Parents of Students) with Problems Which Cannot be Handled in the School by Referring Them to Other Helping Agencies

n = 95

| Option | Weight Factor | No. of Respondents | % | Cumulative % |
|---|---|---|---|---|
| Strongly Disagree | 1.0 | 0 | 0.0 | 0.0 |
| Disagree | 2.0 | 5 | 5.2 | 5.2 |
| Undecided | 3.0 | 18 | 18.8 | 24.0 |
| Agree | 4.0 | 47 | 49.0 | 73.0 |
| Strongly Agree | 5.0 | 25 | 26.0 | 99.0 |
| No Response | 3.0 | (1) | 1.0 | 100.0 |
| TOTALS | | 95 | 100.0 | 100.0 |

M 3.958

SD 0.820

JOBS ARE INTERESTING

To determine opinions of respondents whether most jobs are pretty interesting, Statement 26 asked:

26. MOST JOBS ARE PRETTY INTERESTING.

The distribution of responses for this statement that comprise the data in Table 31 illustrate there was very little consensus among the respondents toward this item. This could be partly attributed to the use of the word "pretty" instead of a more forceful word such as "extremely".

Table 31

Distribution of Respondents Indicating Their Opinion that Most Jobs are Pretty Interesting

n = 96

| Option | Weight Factor | No. of Respondents | % | Cumulative % |
|---|---|---|---|---|
| Strongly Disagree | 1.0 | 7 | 7.3 | 7.3 |
| Disagree | 2.0 | 30 | 31.3 | 38.6 |
| Undecided | 3.0 | 24 | 25.0 | 63.6 |
| Agree | 4.0 | 31 | 32.2 | 95.8 |
| Strongly Agree | 5.0 | 4 | 4.2 | 100.0 |
| TOTALS | | 96 | 100.0 | 100.0 |

M 2.948

SD 1.050

EMPHASIS ON BUSINESS, VOCATIONAL AND TECHNICAL SUBJECTS

To identify how respondents felt about students placing more emphasis on business, vocational and technical subjects, Statement 27 was prepared.

27. STUDENTS SHOULD PLACE MORE EMPHASIS ON BUSINESS, VOCATIONAL AND TECHNICAL SUBJECTS.

In Table 32 are data which show that slightly more than a third (34) of all the respondents were undecided on this item. Nevertheless, a combined percentage of 51.0% (49/96) of the respondents indicated that they either agreed or strongly agreed that students should place more emphasis on the practical subjects while in high school.

Table 32

Distribution of Respondents Indicating Their Opinion that Students Should Place More Emphasis on Business, Vocational and Technical Subjects

n = 96

| Option | Weight Factor | No. of Respondents | % | Cumulative % |
|---|---|---|---|---|
| Strongly Disagree | 1.0 | 0 | 0.0 | 0.0 |
| Disagree | 2.0 | 13 | 13.5 | 13.5 |
| Undecided | 3.0 | 34 | 35.5 | 49.0 |
| Agree | 4.0 | 39 | 40.6 | 89.6 |
| Strongly Agree | 5.0 | 10 | 10.4 | 100.0 |
| TOTALS | | 96 | 100.0 | 100.0 |

M 3.479

SD 0.858

WORK EXPERIENCE EDUCATION

Statement 28 was written to determine respondents opinions toward attaining more work experience through Work Experience Education courses that were offered in high school.

28. WHILE A STUDENT AT S.C.H.S., I SHOULD HAVE ATTAINED MORE WORK EXPERIENCE THROUGH WORK EXPERIENCE COURSES.

Similar to data analyzed for Statement 26, data in Table 33 indicate there was little consensus of respondents toward securing work experience through courses in Work Experience Education. Almost a third of the respondents (29) indicated that they were undecided about Statement 28.

Table 33

Distribution of Respondents Indicating Their Opinion that While a Student at S.C.H.S. They Should Have Attained More Work Experience Through Work Experience Education

n = 95

| Option | Weight Factor | No. of Respondents | % | Cumulative % |
|---|---|---|---|---|
| Strongly Disagree | 1.0 | 2 | 2.1 | 2.1 |
| Disagree | 2.0 | 26 | 27.1 | 29.2 |
| Undecided | 3.0 | 29 | 30.2 | 59.4 |
| Agree | 4.0 | 28 | 29.2 | 88.6 |
| Strongly Agree | 5.0 | 10 | 10.4 | 99.0 |
| No Response | 3.0 | (1) | 1.0 | 100.0 |
| TOTALS | | 95 | 100.0 | 100.0 |

M 3.188

SD 1.019

INDEPENDENCE ON THE JOB

To determine the opinions of the respondents towards independence on the job where they could be their own boss, Statement 29 was stated in this way:

29. I WOULD LIKE A JOB WHERE YOU CAN BE YOUR OWN BOSS.

In Table 34 are data which illustrate that 50 participants agreed that they would like a job where they would be their own boss and 24 indicated they strongly agreed with this item. Twenty respondents were undecided.

ASSISTANCE TO MAKE REALISTIC DECISIONS

The thirtieth statement on the questionnaire asked:

30. STUDENTS AT S.C.H.S. SHOULD BE GIVEN ASSISTANCE AS TO HOW TO MAKE REALISTIC DECISIONS.

Considerable agreement among those who responded was expressed as the data in Table 35 show. A combined percentage of 86.5% (83/96) of the respondents indicated that they either agreed (54) or strongly agreed (29) with this statement.

Table 34

Distribution of Respondents Indicating Their Opinion that They Would Like a Job Where They Could be Their Own Boss

$n = 96$

| Option | Weight Factor | No. of Respondents | % | Cumulative % |
|---|---|---|---|---|
| Strongly Disagree | 1.0 | 0 | 0.0 | 0.0 |
| Disagree | 2.0 | 2 | 2.1 | 2.1 |
| Undecided | 3.0 | 20 | 20.8 | 22.9 |
| Agree | 4.0 | 50 | 52.1 | 75.0 |
| Strongly Agree | 5.0 | 24 | 25.0 | 100.0 |
| TOTALS | | 96 | 100.0 | 100.0 |

M 4.000 SD 0.740

Table 35

Distribution of Respondents Indicating Their Opinion that Students at S.C.H.S. Should be Given Assistance as to How to Make Realistic Decisions

n = 96

| Option | Weight Factor | No. of Respondents | % | Cumulative % |
|---|---|---|---|---|
| Strongly Disagree | 1.0 | 0 | 0.0 | 0.0 |
| Disagree | 2.0 | 3 | 3.1 | 3.1 |
| Undecided | 3.0 | 10 | 10.4 | 13.5 |
| Agree | 4.0 | 54 | 56.3 | 69.8 |
| Strongly Agree | 5.0 | 29 | 30.2 | 100.0 |
| TOTALS | | 96 | 100.0 | 100.0 |

M 4.135

SD 0.720

STUDY AND EXAMINATION SKILLS

To establish how respondents felt about S.C.H.S. assisting with study and examination skills, Statement 31 asked:

31. STUDENTS AT S.C.H.S. SHOULD RECEIVE HELP IN LEARNING STUDYING AND EXAM TAKING SKILLS.

Analysis of the data illustrated in Table 36 shows that more than 80% (81.3% or 78 out of 96 respondents) either agreed or strongly agreed with this statement. Only 1 out of 96 respondents strongly disagreed that the school should assist students with their study and examination skills.

DRUGS AND ALCOHOL

The Guidance and Counselling Department at Sturgeon Composite had on several occasions used resource personnel, specializing in the prevention of alcohol abuse or other drugs, to assist in providing information to students. Should the school have a role that would assist students in learning about the use and abuse of chemical substances? To determine how the participants of this study perceived the school in that type of a role, Statement 32 was phrased in this manner.

32. STUDENTS AT S.C.H.S. SHOULD NOT BE ASSISTED IN LEARNING ABOUT DRUGS AND ALCOHOL (USES AND ABUSES).

It will be noted that this statement was one of the six statements that were negatively worded; therefore, as in the analysis for Statements 6 and 11, the weight factor has also been reversed. Examination of the data in Table 37 indicate that 49% (47/96) of those involved in the research strongly disagreed with this negatively worded statement. Thirty-two of the 96 respondents (33.3%) disagreed with this item.

PROFESSIONALLY TRAINED COUNSELLORS

Statement 33 asked:

33. S.C.H.S. SHOULD HAVE THE SERVICES OF A PROFESSIONALLY TRAINED COUNSELLOR(S) WHO COUNSELS STUDENTS, ACTS AS CONSULTANT TO TEACHERS AND PARENTS, AND COORDINATES GUIDANCE ACTIVITIES IN THIS SCHOOL.

While the data in Table 38 illustrate that 14.5% (14/96) of the respondents were undecided about the school having the services of professionally trained counsellors, only 3 out of the 96 respondents (3.1%) were in disagreement. This data may be compared with data previously reported in Table 1 found in Chapter II.

The data reported in Table 1 indicates that in 1980 no less than 97% of parents, teachers and students, responded to a similar item that guidance services were necessary at S.C.H.S. This is in contrast to the 82.3% of the graduates who were involved in the research. Table 1 data also point out that in 1983 no less than 96% of parents, teachers, and students reported similar opinions.

Table 36

Distribution of Respondents Indicating Their Opinion that Students at S.C.H.S. Should Receive Help in Learning Studying and Exam Taking Skills

$n = 96$

| Option | Weight Factor | No. of Respondents | % | Cumulative % |
|---|---|---|---|---|
| Strongly Disagree | 1.0 | 1 | 1.0 | 1.0 |
| Disagree | 2.0 | 3 | 3.1 | 4.1 |
| Undecided | 3.0 | 14 | 14.6 | 18.7 |
| Agree | 4.0 | 51 | 53.2 | 71.0 |
| Strongly Agree | 5.0 | 27 | 28.1 | 100.0 |
| TOTALS | | 96 | 100.0 | 100.0 |

M 4.042

SD 0.807

EMPLOYMENT SATISFACTION

To receive an indication as to how satisfied the participants of this study were with their present or most recent employment, Statement 34 was phrased in this way.

34. I AM (OR WAS) SATISFIED OVERALL WITH MY PRESENT (OR MOST RECENT)

EMPLOYMENT EXPERIENCE.

Several researchers have conducted studies which have focused on the subject of employee job satisfaction. Upon examination of the data in Table 39, the reader should note that 82.3% or 79 out of the 95 respondents indicated that they were satisfied overall with their present or most recent employment experience. Only 5 respondents indicated that they were not satisfied overall with their experience.

Table 37

Distribution of Respondents Indicating Their Opinion that Students at S.C.H.S. Should Not be Assisted in Learning About Drugs and Alcohol

$n = 96$

| Option | Weight Factor | No. of Respondents | % | Cumulative % |
|---|---|---|---|---|
| Strongly Disagree | 5.0 | 47 | 49.0 | 49.0 |
| Disagree | 4.0 | 32 | 33.3 | 82.3 |
| Undecided | 3.0 | 10 | 10.4 | 92.7 |
| Agree | 2.0 | 6 | 6.3 | 99.0 |
| Strongly Agree | 1.0 | 1 | 1.0 | 100.0 |
| TOTALS | | 96 | 100.0 | 100.0 |

NOTE: This statement was considered to be a negative item; therefore, the weight factor assigned to each option is opposite to that of a positively structured item.

M 4.229

SD 0.946

CAREER GOAL REQUIREMENTS

To obtain an indication as to how confident the participants may be

with respect to meeting the requirements of the occupation they choose as a career goal, the following statement was presented.

35. I BELIEVE THAT I WILL BE ABLE TO MEET THE REQUIREMENTS OF THE OCCUPATION I CHOOSE AS A CAREER GOAL.

Analysis of the data presented in Table 40 show that a combined percentage of 85.4% (82/95) of the respondents indicated they either agreed (49) or strongly agreed (33) with this item. The total number of responses received for this statement was 95.

Table 38

Distribution of Respondents Indicating Their Opinion that S.C.H.S. Should Have the Services of a Professionally Trained Counsellor(s)

n = 96

| Option | Weight Factor | No. of Respondents | % | Cumulative % |
|---|---|---|---|---|
| Strongly Disagree | 1.0 | 0 | 0.0 | 0.0 |
| Disagree | 2.0 | 3 | 3.1 | 3.1 |
| Undecided | 3.0 | 14 | 14.6 | 17.7 |
| Agree | 4.0 | 56 | 58.3 | 76.0 |
| Strongly Agree | 5.0 | 23 | 24.0 | 100.0 |
| TOTALS | | 96 | 100.0 | 100.0 |

M 4.031

SD 0.718

ATTAINMENT OF CAREER GOAL

Statement 36 on the research instrument asked:

36. I HAVE ATTAINED THE CAREER GOAL I SET FOR MYSELF WHILE IN HIGH SCHOOL.

The data collected with this item were used to organize Table 41. These data indicate that more than half of the 95 participants responding to this statement (54/95) disagreed with it while 22.9% (22/95) of these individuals strongly disagreed that they had attained the career goal they established while in high school.

Table 39

Distribution of Respondents Indicating Their Opinion that They are Satisfied Overall with Their Employment Experience

n = 95

| Option | Weight Factor | No. of Respondents | % | Cumulative % |
|---|---|---|---|---|
| Strongly Disagree | 1.0 | 1 | 1.0 | 1.0 |
| Disagree | 2.0 | 4 | 4.2 | 5.2 |
| Undecided | 3.0 | 11 | 11.5 | 16.7 |
| Agree | 4.0 | 61 | 63.5 | 80.2 |
| Strongly Agree | 5.0 | 18 | 18.8 | 99.0 |
| No Response | 3.0 | (1) | 1.0 | 100.0 |
| TOTALS | | 95 | 100.0 | 100.0 |

M 3.948

SD 0.759

GETTING A JOB

Item 37 was written in an effort to determine the opinions of respondents toward the degree of control they felt they had in obtaining a job.

37. IN GETTING A JOB, IT IS MORE IMPORTANT TO KNOW SOMEBODY THAN TO

KNOW SOMETHING.

For purposes of this study, the researcher identified this statement as being negative and therefore reversed the weight factor for the various options. Examination of the data in Table 42 indicates that 54.1% (52/96) or more than half of the respondents disagreed with this negatively identified statement. Nevertheless, it may be interesting to note that 26 of the 96 respondents (27.1%) were undecided whether to get a job, it is better to know someone than something.

Table 40

Distribution of Respondents Indicating Their Opinion that They Will Be Able to Meet the Requirements of the Occupation They Choose as a Career Goal

n = 95

| Option | Weight Factor | No. of Respondents | % | Cumulative % |
|---|---|---|---|---|
| Strongly Disagree | 1.0 | 1 | 1.0 | 1.0 |
| Disagree | 2.0 | 6 | 6.3 | 7.3 |
| Undecided | 3.0 | 6 | 6.3 | 13.6 |
| Agree | 4.0 | 49 | 51.0 | 64.6 |
| Strongly Agree | 5.0 | 33 | 34.4 | 99.0 |
| No Response | 3.0 | (1) | 1.0 | 100.0 |
| TOTALS | | 95 | 100.0 | 100.0 |

M 4.115

SD 0.869

Table 41

Distribution of Respondents Indicating Their Opinion That They Have Attained the Career Goal They Set for Themselves While in High School

n = 95

| Option | Weight Factor | No. of Respondents | % | Cumulative % |
|---|---|---|---|---|
| Strongly Disagree | 1.0 | 22 | 22.9 | 22.9 |
| Disagree | 2.0 | 32 | 33.4 | 56.3 |
| Undecided | 3.0 | 13 | 13.5 | 69.8 |
| Agree | 4.0 | 19 | 19.8 | 89.6 |
| Strongly Agree | 5.0 | 9 | 9.4 | 99.0 |
| No Response | 3.0 | (1) | 1.0 | 100.0 |
| TOTALS | | 95 | 100.0 | 100.0 |

M 2.594

SD 1.294

CHOOSING COURSES

To determine the opinions of respondents towards the school assisting students in choosing courses, item 38 was prepared.

38. STUDENTS AT S.C.H.S. SHOULD NOT BE ASSISTED IN DECIDING WHAT COURSES TO CHOOSE.

This statement was phrased negatively and therefore the weight factors were also reversed. Analysis of the data contained in Table 43 indicate that more than two thirds (67.7%) of the 96 respondents disagreed with the school not being involved in assisting students with course decisions.

Table 42

Distribution of Respondents Indicating Their Opinion that in Getting a Job it is More Important to Know Somebody than to Know Something

n = 96

| Option | Weight Factor | No. of Respondents | % | Cumulative % |
|---|---|---|---|---|
| Strongly Disagree | 5.0 | 20 | 20.8 | 20.8 |
| Disagree | 4.0 | 32 | 33.3 | 54.1 |
| Undecided | 3.0 | 26 | 27.1 | 81.2 |
| Agree | 2.0 | 12 | 12.5 | 93.7 |
| Strongly Agree | 1.0 | 6 | 6.3 | 100.0 |
| TOTALS | | 96 | 100.0 | 100.0 |

NOTE: This statement was considered to be a negative item; therefore, the weight factor assigned to each option is opposite to that of a positively structured item.

M 3.500

SD 1.142

OBTAINING A JOB

To receive opinions as to how effective the school and its personnel were in teaching the participants of this study how to obtain a job, the thirty-ninth statement asked:

39. S.C.H.S. WAS PRETTY GOOD AT TEACHING YOU ABOUT HOW TO OBTAIN A JOB.

The data illustrated in Table 44 indicate that more than half of the respondents (58.4%) or 56 out of 96 individuals disagreed while another 26.0% of the respondents (25/96) indicated that they were undecided that the school did a pretty good job of teaching them how

to obtain a job.

TABLE 43

Distribution of Respondents Indicating Their Opinion that Students at S.C.H.S. Should Not be Assisted in Deciding What Courses to Choose

n = 96

| Option | Weight Factor | No. of Respondents | % | Cumulative % |
|---|---|---|---|---|
| Strongly Disagree | 5.0 | 22 | 22.9 | 22.9 |
| Disagree | 4.0 | 43 | 44.8 | 67.7 |
| Undecided | 3.0 | 16 | 16.7 | 84.4 |
| Agree | 2.0 | 10 | 10.4 | 94.8 |
| Strongly Agree | 1.0 | 5 | 5.2 | 100.0 |
| TOTALS | | 96 | 100.0 | 100.0 |

NOTE: This statement was considered to be a negative item; therefore, the weight factor assigned to each option is opposite to that of a positively structured item.

M 3.698

SD 1.097

JOB INDEPENDENCE

Statement 40 was prepared in order to determine participants opinions about a job where the employer lets the employee decide how something should be done.

40. I WOULD LIKE A JOB WHERE THE BOSS LETS YOU DECIDE HOW SOMETHING SHOULD BE DONE.

In Table 45 are data which show that 59 of the 96 respondents agreed with this statement and 24 others of the research population

strongly agreed with the fortieth statement.

Table 44

Distribution of Respondents Indicating Their Opinion that S.C.H.S. was Pretty Good at Teaching About How to Obtain a Job

n = 96

| Option | Weight Factor | No. of Respondents | % | Cumulative % |
|---|---|---|---|---|
| Strongly Disagree | 1.0 | 21 | 21.9 | 21.9 |
| Disagree | 2.0 | 35 | 36.5 | 58.4 |
| Undecided | 3.0 | 25 | 26.0 | 84.4 |
| Agree | 4.0 | 13 | 13.5 | 97.9 |
| Strongly Agree | 5.0 | 2 | 2.1 | 100.0 |
| TOTALS | | 96 | 100.0 | 100.0 |

M 2.375

SD 1.039

EMPLOYEES' MINDS

To ascertain how participants perceived employers with respect to allowing employees to use their own minds, Statement 41 was included in the instrument. This statement was one of six that were negatively stated.

41. MOST EMPLOYERS DON'T WANT EMPLOYEES WHO HAVE MINDS OF THEIR OWN.

Perusal of data in Table 46 indicate that the weight factors for this item have been reversed since it is negatively phrased. The data in this table indicate that more than two thirds (69.7%) of the respondents or 67 out of 96 disagree with the statement that was posed.

Of these respondents, 26 strongly disagreed.

Table 45

Distribution of Respondents Indicating Their Opinion that They Would Like a Job Where the Boss Lets One Decide How Something Should be Done

n = 96

| Option | Weight Factor | No. of Respondents | % | Cumulative % |
|---|---|---|---|---|
| Strongly Disagree | 1.0 | 1 | 1.0 | 1.0 |
| Disagree | 2.0 | 5 | 5.2 | 6.2 |
| Undecided | 3.0 | 7 | 7.3 | 13.5 |
| Agree | 4.0 | 59 | 61.5 | 75.0 |
| Strongly Agree | 5.0 | 24 | 25.0 | 100.0 |
| TOTALS | | 96 | 100.0 | 100.0 |

M 4.042

SD 0.794

AVAILABILITY OF VOCATIONAL INFORMATION

In an effort to determine the respondents opinions as to whether students should have available vocational information, Statement 42 was included as part of the research instrument.

42. VOCATIONAL INFORMATION OR JOB OPPORTUNITIES, TRENDS, AND SPECIFIC INFORMATION ON PROFESSIONAL AND TECHNICAL VOCATIONS SHOULD BE AVAILABLE TO STUDENTS.

The data in Table 47 illustrate there was a high degree of consensus toward this item. A total of 94 out of 96 (97.9%) respondents either strongly agreed or agreed with Statement 42, with 40 of 94 respondents (41.6%) who indicated they strongly agreed that "occupational or career"

information should be made available to the students.

Table 46

Distribution of Respondents Indicating Their Opinion that Most Employers Don't Want Employees Who Have Minds of Their Own

n = 96

| Option | Weight Factor | No. of Respondents | % | Cumulative % |
|---|---|---|---|---|
| Strongly Disagree | 5.0 | 26 | 27.1 | 27.1 |
| Disagree | 4.0 | 41 | 42.6 | 69.7 |
| Undecided | 3.0 | 16 | 16.7 | 86.4 |
| Agreed | 2.0 | 9 | 9.4 | 95.8 |
| Strongly Agree | 1.0 | 4 | 4.2 | 100.0 |
| TOTALS | | 96 | 100.0 | 100.0 |

NOTE: This statement was considered to be a negative item; therefore, the weight factor assigned to each option is opposite to that of a positively structured item.

M 3.792

SD 1.075

LESS TIME SOCIALIZING

To establish how the participants of this study viewed the amount of time they spent socializing while attending S.C.H.S. Statement 43 was prepared.

43. WHILE A STUDENT AT S.C.H.S. I SHOULD HAVE SPENT LESS TIME SOCIALIZING.

Although the researcher classified this as one of the six neutral items, over two thirds (67.7%) of the 96 respondents disagreed or

strongly disagreed with it. The data in Table 48 also indicate that 6.3% (6/96) of the respondents were the only ones who strongly concurred with this item.

Table 47

Distribution of Respondents Indicating Their Opinion that Vocational Information Should be Available to Students

n = 96

| Option | Weight Factor | No. of Respondents | % | Cumulative % |
|---|---|---|---|---|
| Strongly Disagree | 1.0 | 0 | 0.0 | 0.0 |
| Disagree | 2.0 | 0 | 0.0 | 0.0 |
| Undecided | 3.0 | 2 | 2.1 | 2.1 |
| Agree | 4.0 | 54 | 56.3 | 58.4 |
| Strongly Agree | 5.0 | 40 | 41.6 | 100.0 |
| TOTALS | | 96 | 100.0 | 100.0 |

M 4.396

SD 0.533

ENOUGH WORK

At the time of the study, the Canadian economy was in a depressed state. According to Statistics Canada, the rate of unemployment in Alberta for youth 20-24 years of age was 16.3% for males and 13.1% for females. To obtain information how respondents perceived the amount of work that was available to them, participants were asked Statement 44.

44. NOWADAYS THERE IS ENOUGH WORK TO GO AROUND FOR EVERYONE.

The data in Table 49 indicate that only 6.2% or 6 of 96 respondents

agreed that there was enough work for those who wanted employment. Conversely, perusal of these data show 71.9% (69/96) of the respondents were in disagreement with this statement with 32.3% (31/96) of these latter respondents being in strong disagreement with this item.

Table 48

Distribution of Respondents Indicating Their Opinion that While a Student at S.C.H.S. They Should Have Spent Less Time Socializing

n = 96

| Option | No. of Respondents | % | Valid % | Cumulative % |
|---|---|---|---|---|
| Strongly Disagree | 17 | 17.7 | 17.7 | 17.7 |
| Disagree | 48 | 50.0 | 50.0 | 67.7 |
| Undecided | 14 | 14.6 | 14.6 | 82.3 |
| Agree | 11 | 11.5 | 11.5 | 93.8 |
| Strongly Agree | 6 | 6.2 | 6.2 | 100.0 |
| No Response | 0 | | | |
| TOTALS | 96 | 100.0 | 100.0 | 100.0 |

NOTE: This statement was considered to be a neutral item; therefore, no weight factor was assigned to each option.

M 2.385

SD 1.099

GOVERNMENT EMPLOYMENT OFFICES

Canadians who wish to seek employment visit the nearest office of Canada Employment and Immigration Commission where employers make their needs known. To determine opinions of participants if the main method they used to find their current or most recent employment was through

government employment offices, the following statement was included:

45. THE MAIN METHOD USED IN FINDING MY CURRENT OR MOST RECENT EMPLOYMENT WAS THROUGH GOVERNMENT EMPLOYMENT OFFICES.

This statement was the sixth of the neutrally worded items in the research questionnaire with no weight factor assigned to the various options. Examination of data in Table 50 illustrate that 44.8% (43/95) of the respondents strongly disagreed with this statement while another 38.5% (37/95) indicated that they disagreed that they used government employment offices to find their most recent employment.

Table 49

Distribution of Respondents Indicating Their Opinion that Nowadays There is Enough Work to go Around for Everyone

n = 96

| Option | Weight Factor | No. of Respondents | % | Cumulative % |
|---|---|---|---|---|
| Strongly Disagree | 1.0 | 31 | 32.3 | 32.3 |
| Disagree | 2.0 | 38 | 39.6 | 71.9 |
| Undecided | 3.0 | 21 | 21.9 | 93.8 |
| Agree | 4.0 | 5 | 5.2 | 99.0 |
| Strongly Agree | 5.0 | 1 | 1.0 | 100.0 |
| TOTALS | | 96 | 100.0 | 100.0 |

M 2.031

SD 0.923

Table 50

Distribution of Respondents Indicating Their Opinion that the Main Method Used in Finding Their Current or Most Recent Employment was Through Government Employment Offices

n = 95

| Option | No. of Respondents | % | Valid % | Cumulative % |
|---|---|---|---|---|
| Strongly Disagree | 43 | 44.8 | 45.3 | 45.3 |
| Disagree | 37 | 38.5 | 38.9 | 84.2 |
| Undecided | 3 | 3.1 | 3.2 | 87.4 |
| Agree | 7 | 7.3 | 7.4 | 94.7 |
| Strongly Agree | 5 | 5.2 | 5.3 | 100.0 |
| No Response | (1) | 1.0 | | |
| TOTALS | 95 | 100.0 | 100.0 | 100.0 |

NOTE: This statement was considered to be a neutral item; therefore, no weight factor was assigned to each option.

M 1.884

SD 1.119

SUMMARY OF ATTITUDES AND OPINIONS

The data in Table 51 recapitulates the attitudes and opinions to the statements included in the questionnaire which were rated "Agree" or "Strongly Agree" by the majority of the respondents. To facilitate the interpretation of the data obtained, the mean (M) and standard of deviation (SD) for the various statements are provided.

Perusal of the data in Table 51 reveals the following higher to lower rank order of mean for the top five positively oriented statements:

Statement 7 (4.740), Statement 21 (4.573), Statement 9 (4.469), Statement 2 (4.448), and Statement 42 (4.396). With this ranking of means in mind, it will be recalled that a weight factor of 4.0 was assigned to the option "Agree" for this group of statements.

The data in Table 52 provides a recapitulation of the statements rated "Disagree" or "Strongly Disagree" by the majority of the respondents. Perusal of the data in this Table reveals that Statement 32 had the highest mean (4.229) of the negatively oriented statements, followed by Statement 11 (4.135). It will be recalled that for the negatively oriented statements, a weight factor of 4.0 was assigned to the option "Disagree". The opposite weight factor was assigned to the statements considered to be positively oriented.

Table 53 provides a recapitulation of the six statements the researcher considered to be neutrally oriented. It will be recalled that for this group of statements, no weight factor was assigned to the options ranging from "Strongly Disagree" to "Strongly Agree".

Table 51

Rank Order for Statements Rated Agree or Strongly Agree by the Majority of the Respondents

| Statement | n | M | SD | Rank Order |
|---|---|---|---|---|
| 7. Educational information on high school credits, courses, programs, requirements for universities, technical institutes, apprenticeships and other higher institutions should be available to students. | 96 | 4.740 | 0.441 | 1 |
| 21. Visitors should be invited to come to S.C.H.S. to speak to students about various occupations. | 96 | 4.573 | 0.557 | 2 |

Table 51 (continued) Rank Order for Statements Rated Agree or Strongly Agree by the Majority of the Respondents

| Statement | n | M | SD | Rank Order |
|---|---|---|---|---|
| 9. Students at S.C.H.S. should have an opportunity to go to someone for individual counselling. | 96 | 4.469 | 0.561 | 3 |
| 2. S.C.H.S. should provide students with counselling that helps them continue their education. | 96 | 4.448 | 0.596 | 4 |
| 42. Vocational information on job opportunities, trends, and specific information on professional and technical vocations should be available to students. | 96 | 4.396 | 0.533 | 5 |
| 1. S.C.H.S. should provide students with counselling that helps find employment. | 96 | 4.302 | 0.860 | 6 |
| 24. S.C.H.S. should assist students to develop a better understanding and appreciation of the world of work. | 96 | 4.281 | 0.556 | 7 |
| 23. S.C.H.S. should make good use of various community people, agencies, and other resources that are in a position to help students. | 96 | 4.281 | 0.593 | 8 |
| 18. A service in S.C.H.S. should assist students to examine abilities, personal traits, and interests as they pertain to future plans. | 96 | 4.146 | 0.725 | 9 |
| 30. Students at S.C.H.S. should be given assistance as to how to make realistic decisions. | 96 | 4.135 | 0.720 | 10 |
| 35. I believe that I will be able to meet the requirements of the occupation I choose as a career goal. | 95 | 4.115 | 0.869 | 11 |
| 20. Someone at S.C.H.S. should assist students who have personal and social problems. | 96 | 4.115 | 0.881 | 11.5 |

Table 51 (continued) Rank Order for Statements Rated Agree or Strongly Agree by the Majority of the Respondents

| Statement | n | M | SD | Rank Order |
|---|---|---|---|---|
| 40. I would like a job where the boss lets you decide how something should be done. | 96 | 4.042 | 0.794 | 12 |
| 31. Students at S.C.H.S. should receive help in learning studying and exam taking skills. | 96 | 4.042 | 0.807 | 12.5 |
| 33. S.C.H.S. should have the services of a professionally trained counsellor(s) who counsels students, acts as a consultant to teachers and parents, and coordinates guidance acitivities in this school. | 96 | 4.031 | 0.718 | 13 |
| 13. S.C.H.S. should assist students to better understand themselves, how they develop and function, their needs and strengths, and so on. | 96 | 4.031 | 0.814 | 13.5 |
| 29. I would like a job where you can be your own boss. | 96 | 4.000 | 0.740 | 14 |
| 8. I would rather have a job with low pay that I like, than a job with better pay that I did not like. | 96 | 3.990 | 0.877 | 15 |
| 25. S.C.H.S. should assist students (or parents of students) with problems which cannot be handled in the school by referring them to other helping agencies such as social services, family counselling, mental health services, public health people, and so on. | 95 | 3.958 | 0.820 | 16 |
| 34. I am (or was) satisfied overall with my present (or most recent) employment experience. | 95 | 3.948 | 0.759 | 17 |
| 3. Students should place more emphasis on basic academic subjects: math, science, English, etc. | 96 | 3.594 | 1.082 | 18 |
| 12. There are jobs available for those who want them. | 96 | 3.510 | 1.133 | 19 |

Table 51 (continued) Rank Order for Statements Rated Agree or Strongly Agree by the Majority of the Respondents

| Statement | n | M | SD | Rank Order |
|---|---|---|---|---|
| 27. Students should place more emphasis on business, vocational and technical subjects. | 96 | 3.479 | 0.858 | 20 |
| 17. While a student at S.C.H.S., I should have studied more. | 96 | 3.375 | 1.145 | 21 |
| 5. I think I know what the requirements of most jobs are. | 96 | 3.333 | 1.063 | 22 |

Table 52

Rank Order for Statements Rated Disagree or Strongly Disagree by the Majority of the Respondents

(NOTE: Weight factors assigned are opposite to positively phrased items.)

| Statement | n | M | SD | Rank Order |
|---|---|---|---|---|
| 32. Students at S.C.H.S. should not be assisted in learning about drugs and alcohol (uses and abuses). | 96 | 4.229 | 0.946 | 1 |
| 11. Students at S.C.H.S. should not be assisted in learning about family life including sex education. | 96 | 4.135 | 1.062 | 2 |
| 6. S.C.H.S. should not assist students with making occupational-vocational choices. | 96 | 3.958 | 0.972 | 3 |
| 41. Most employers don't want employees who have minds of their own. | 96 | 3.792 | 1.075 | 4 |
| 38. Students at S.C.H.S. should not be assisted in deciding what courses to choose. | 96 | 3.698 | 1.097 | 5 |
| 37. In getting a job it is more important to know somebody than to know something. | 96 | 3.500 | 1.142 | 6 |

Table 53

Rank Order for Statements Considered to be Neutrally Oriented

| Statement | n | M | SD | Rank Order |
|---|---|---|---|---|
| 14. The most important factor considered by my current or most recent employer in hiring me was my previous educational and work experience. | 94 | 3.543 | 1.188 | 1 |
| 19. Earning a living is the most important thing in adult life. | 96 | 3.313 | 1.242 | 2 |
| 10. Getting a good job is usually a matter of luck - being in the right place at the right time. | 96 | 2.844 | 1.155 | 3 |
| 22. The main method used in finding my current or most recent employment was through friends. | 95 | 2.547 | 1.397 | 4 |
| 43. While a student at S.C.H.S. I should have spent less time socializing. | 96 | 2.385 | 1.099 | 5 |
| 45. The main method used in finding my current or most recent employment was through government offices. | 95 | 1.884 | 1.119 | 6 |

## OPEN-ENDED COMMENTS

The third part of the research instrument included two open-ended questions. Participants were first asked to comment on any of the statements in the questionnaire. Secondly, participants were asked to comment on any areas related to education or work which they felt were important.

Due to the diverse and in several cases lengthy nature of the open-ended comments provided by 58 of the 96 participants, the researcher decided to place the comments into broad categories in terms of the sex of the respondents and their program of study while in high school. The comments are presented verbatim.

Open-Ended Comments From Academic Program Male Graduates

1. Re: Question 11 and 32
When I first came to this province I was appauled at the ignorance and callousness the kids had when dealing with their own bodies. I had never seen so many pregnant young ladies, teenage alcoholics and drug abusers before (this is not limited to the school or rural areas in general but much of the province). These kids have no idea of how their bodies work, except superficially, or how to treat them and they are finding out in all the wrong ways. At best the school system, during my time, allowed for a vague anatomy lesson but that is only in grade 12 and only to those students that take biology. The school system needs an on-going program to inform them on how their bodies work, both physically and mentally. The program should start around grade 6 or 7 and develop with them until the day they graduate.

2. I think students in high school should set two goals. One goal being what I want to be doing when I am done high school and second goal being what I want to be doing in five or ten years from now.

3. I appreciate what you are trying to accomplish, Mr. Oginsky. Looking back I see how useful this kind of information/counselling would be to students. However, the problem often is how to get students to make use of this information. I believe that more students should be encouraged to enter post secondary educational institutions (this did not seem to be the trend when I was at S.C.H.S., however, I know it has changed considerably). Best of luck!

4. I was more than happy to complete your questionnaire regarding the educational and counselling services of S.C.H.S. I congratulate you on your effort and concern in trying to improve our educational and guidance processes. I am writing you now because I think this gives me an unique opportunity to provide some input. In general, I thought the questionnaire was valid and worthy of comment. I feel there are some important comments I can make. Please do not be disappointed if I only mention the bad points of the questionnaire. Time does not permit me to mention good points, of which there were several.

   Firstly, I thought that it was too occupied with <u>justifying</u> the <u>presence</u> of guidance counsellors. That is, the questions seemed to ask whether or not the school should even <u>offer</u> guidance in further education, job hunting, etc. I think that <u>given</u> there <u>is</u> already a counselling service, the questions should have read, "<u>how</u> can we improve...". Another aspect of this involves questions such as #21, ("visitors should be invited...to speak... about various occupations"). Perhaps you could have <u>listed</u> various speakers from government sources or private enterprise, and then asked if they should be invited to speak to students.

Another impression I got was that this survey tended to pertain more to problem students who had behaviour and academic problems. I agree that these people need counselling, yet when I read questions regarding grade counselling, family counselling, self-awareness, sex, etc., I don't see how it really pertains to active, competent students--of which I think there is a majority. My feelings are that personal and family dealings should be left at home unless there are obvious and serious problems that require immediate intervention.

When I think back to my days in school, I can't remember an instance when I talked to a counsellor other than to obtain information about university. I had already decided what to study at university. This was also true for many of my friends. Although we didn't need counselling, you provided a good service in providing us with the necessary literature. The nice part was that we had the option of whether or not to approach you. My concern with some of these questions was that they seemed to suggest mandatory counselling for all students. Perhaps I read this into the questions because you didn't include the clause, "if the student wishes". Maybe I made the questions more than they actually were.

Other than these comments, I can't think of anything else to say at this time. I am interested in the results you will obtain, and I hope you can follow them up with a more detailed questionnaire.

I look forward to seeing you soon. Perhaps we can meet for lunch or supper with a few other students of my year. We can talk about this next time we meet. Regards....

5. Students today should realize that, unlike 5 years ago, that the need for some post-secondary education is important to find a job. Also that it is much easier to find a job, and/or a better career by taking matric rather than a general diploma.

6. #13 seems somewhat vague.
   #15 Since the needs and abilities of individuals may be different, group counselling may not be appropriate, particularly if students are embarrassed to participate on the group level.
   #21 Very good idea. Students need testimony from people who are presently employed in industry. I feel that it is important that the educational system should help the student identify his/her strengths whether vocational or academic early in high school and then spend the next 3 years working toward and planning for a suitable career.

7. Learning to cope with different people (especially different race, religion, walks of life) is a definite asset. One must learn to be a go-getter. Counsellors/teachers should stress its better to have a job one likes even if it is low paying; it means a happier life.

8. I feel that friends have helped me locate a job, but the initial landing of the job was other references and my past experience.

9. A list of job opportunities and positions expected to be available in the next five years or so may also help students make a career decision.

10. I took matriculation in high school and went on to university. After one year at the U of A, I found that that was not what I wanted to do. What good was matriculating? I should have taken a trade and been a year ahead financially. What good is matriculating if you don't continue your education?

11. I have found that my career goal was a little unrealistic and since finishing school and getting married and having a child, I have found that my career goal has moved into a more realistic level.

12. I feel students should keep an open mind towards what direction they plan to take their career goals. Students should point their education in a number of ways, to make it easier to fit in the current job market.

Open-Ended Comments From Academic Program Female Graduates

13. I feel in many careers that one of the most helpful skills is that of getting along with other people, therefore, socializing at a developing age is important.

14. I took a Career Development for Women course that did more for me in knowing my own career desires than anything else--I only wish I had it in grade 12. It is government sponsored, but I feel all men and women should have something like this course in their grade 12 curriculum.

15. When I attended S.C.H.S., I found the only use for the Counselling Department was if you intended to further your education. Obviously not everyone is meant for the student life, but are ready for the work force right when they get out of school. That is why I emphasize to help the students in job finding techniques until they know whether or not they wish to continue their education.

16. I have the intelligence and willpower to acquire a career or degree in some field, but find it more important to be a homemaker and raise a good family. I feel it is more important for the parents to be there when the children need them rather than out in the work force competing for top dollar, etc.

17. Students should be helped to determine their areas of aptitude and with their interest be helped to develop goals and alternatives.

18. From my experiences, you have to want to continue your education

post-secondarily or decide what kind of job you want and go out and experience that job. No one can tell you what job you're best suited to do. All through school you are somewhat moulded or stereotyped into categories. You have to go out into the world and do things, make a few mistakes and learn from that. Nothing is a better teacher than experience.

19. Most students don't know who they want to be until 2 years out of school because they are not exposed to the working world and don't know what's out there. While I was in high school I found no assistance whatsoever in the guidance of my future life.

20. I think the questions were overall pretty good. I do feel that education of what goes on in the world and day to day things are necessary for kids to learn before they get out on their own. A great majority of the kids graduating today will be looking to the work force, so I thinkits good to teach them even things like basic banking skills and how to set up into a small business. How and where to shop for bargains and who to turn to for help on these things.

21. I feel there should have been more emphasis on a matric education and teaching students "how to study"--students in grade 10 should be better informed as to the requirements that are needed to get into university and other institutions. In grade 12 there should be someone who can inform you as to the job opportunities in your chosen field and also how to register for university etc. Also, there was very little if any information on getting employment, how to go about it--resumes etc.

22. I feel it is extremely important to have available as much information as possible about various occupations. Guest speakers would also be extremely beneficial.

23. The job area questions were difficult since I, from the time I have been out of school, have worked on a farm. First at home on my parent's farm and now on our (my husband's and myself) farm. I never had to go out and look for a job. Also questions involving what courses students should take (math, sciences, vocational etc.) should be up to what the student intends on doing in the future, one area is nobetter than another.

24. Since graduation the job market has tightened up significantly, therefore, I feel <u>greater emphasis</u> should be placed on some kind of training or education upon completion of high school. Also, a person cannot be very choosy always, about jobs, because of high unemployment, and must make themselves more adaptable to various employment opportunities.

25. I really think it should be made more clearly understood by all students that the decision of what type of diploma they go for makes a big difference on their opportunities once out of school. With a matric you look at least two more years of school whereas if you were to get a vocational training you could find employment

faster as well as completing the rest of your education, i.e.: welding, autobody, etc. With the matric you have nothing without further education!!

26. I am one of the few graduating students from S.C.H.S. in 1979 who decided to go to university. It was a real shock to realize that I was totally unprepared to attend. I really did not have a chance to make it there without Math 31. I strongly suggest you encourage anyone who plans on attending university to take Math 31 or they will also be greatly discouraged and shocked. Also, I realized after 1/2 year at U of A that my career goal of being a doctor were just dreams because I was unable to achieve high enough marks. That is quite upsetting after graduating with the second highest marks in 1979 from S.C.H.S. After picking up the pieces from that disaster I enrolled in a diploma program in nursing. I plan on going back for a degree in nursing but it will still take a while for me to build up my courage to go back.

27. Not being in the work force or interested in finding a job at this time, some of your questions are not applicable to me. In general, I feel school should teach more life skills, (home management, budgeting, etc.).

28. This survey seems more general. I may be the only one, but for me finding a job was a matter of an interview and academically high marks. I've never really faced the job market.

29. As a wife and mother many of the questions seemed unapplicable. Perhaps this should be considered in the makeup of future questionnaires.

30. Something should be offered which would assist students in budgeting, interest rates, bank loans--basic survival. A highly motivated teaching team (staff) in my opinion could greatly effect the school's productivity. A structured art program was sorely lacking when I attended. S.C.H.S. requires qualified individuals--there is a lot of talent out there--channeling of energies into stage productions, concerts.

Open-Ended Comments From Business Program Female Graduates

31. I think that students should start thinking of future careers in grade 10 rather than grade 12, with the help of school counsellors. Then the schools should have available courses that will be of direct benefit to the careers chosen as well as math and English.

32. This survey was difficult to answer (some questions) as people's personalities and goals are so different. Some programs would be good for some students and a waste of time for others. My opinion of Sturgeon is it needs more activities to keep students interested because of location (no shopping centers etc.) and you would

find a lot less drinking and smoking drugs in parking lot would be happening and skipping school to go to city.

33. I believe students should obtain their academic studies first. It leaves a wider range of jobs to choose from. Then go for their vocational area.

34. Question #26 was not clear.

Open-Ended Comments From General Program Male Graduates

35. I think that S.C.H.S. should be trying to treat and teach students to be adults. When I was there the teachers wanted students to be adults but treated us as kids! As far as job finding goes, the more the student knows and can do, and is still willing to learn, the easier it will be to find a job.

Open-Ended Comments From General Program Female Graduates

36. When I had attended Sturgeon Composite High School there was next to nothing in the Vocational Department, e.g. there was no electrical, auto body, commercial art, material courses offered. Many of us who came from LaZerte the previous year felt like we were the ones losing out. Some, those who could afford it, and had transportation, went back to the city for their education. I, too, considered it, but could not afford it and I had no car. What I'm getting at is, I feel very bitter towards Sturgeon's inadequate education because by now I would have had the chance to get into an institution where I could have expanded my talents towards the profession I had chosen. Commercial Art was very much needed to get this education. Instead, I had to take Art 20 and 30. Big deal! It was of VERY POOR QUALITY. I learned 10 times more in Art 10 at LaZerte. However, after talking to some of those from Namao that had a choice to go to Sturgeon or LaZerte--went back to LaZerte. What I'm getting at is that academic courses are fine, but if someone needed to get into a trade or vocation they were not going to get far. Academics are good for those who wish to get into university but what about those students who don't. Sturgeon had nothing to offer. I hope that Sturgeon cleans up their act because in today's day and age its harder to get into university and other post-secondary institutions if you don't have the educational background that is required. Believe me, I know--I'm one of those who suffered and won't ever forgive Sturgeon for the education I never received in order to take that one step farther. I could not compete against those who had the background needed to get into Grant MacEwan, SAIT, etc.

If Sturgeon could expand in the vocational areas, etc., it would benefit those who want and need these courses. How many of those I had known needed electricity, auto body, commercial art, etc. I feel that students in today's society especially need more--and

Sturgeon or any other educational institution for that matter does not have the right to deprive anyone of it.

*Added note: Better teachers in these fields are needed. My art teacher wasn't interested in teaching art and it showed. Finger-painting is for those in kindergarten--not high school.

Nowadays, its like a competition. If you don't have what it takes (education) to get into the field you want then don't waste your time. You also have to be able to compete against others to get accepted into an institution that has a limit on the number of students allowed to take in.

37. I feel there should be more time spent on vocational courses than some basics (that teach you useless ideas. i.e. math).

38. Due to our economy I think students should concentrate more on basic subjects. When I graduated, jobs were plentiful and you had options but to find full time employment in the field you want is almost impossible right now.

39. I felt that some of the questions were repetitive. Counselling should be available in all areas of education for those who wish it. The problem with most high school students is that they think it is unimportant at the time. With regard to work, the recession has made work hard to find but if you're willing to work MOST un-employed people could find something.

40. I feel the counsellors should be free to assist students in career choices and giving advice to prepare them for the working world. Sex Ed. should also be taught but in the earlier grades.

41. I feel counselling is extremely important in the high school. I am an R.N.A. I enjoy my profession. The majority of guidance I received during high school was through the counselling department, such as in the outline of the program where it was available and how to go about looking more into it.

42. If I could go back--I would take my studies and future goals alot more serious. I think students should have a lot more training in English, reading, penmanship, spelling etc.

43. In question #32, I think, particularly in S.C.H.S. that information about drug abuse is extremely important.

44. Overall your questions were very interesting. The only thing I would like to see is that students be given the opportunity to find out what they are best at.

45. I hope this survey assists in helping the school help the students of the upcoming generation. Emphasis should be put on teaching them the value of a job as I've seen in our business. The young people we hire (15,16) have no or little respect for their job/ employer. They seem to feel they are doing the employer a favor

by working rather than vice-versa, consequently they slack off and usually don't last long at the job.

46. When I went to Sturgeon School, there was a day called "Career Day", where there were displays and people explaining about different jobs etc., however this day was optional--you didn't have to go. I think there should be a day like this but compulsory.

47. The toughest part about finding a job right out of high school I found was lack of experience. A lot of places asked for two years office experience. There were many different jobs available then, future graduates aren't going to be as lucky. My advice is if you find a job hang on to it.

Open-Ended Comments From Vocational Program Male Graduates

48. This questionnaire I feel will give you results but should also emphasize areas such as individual maturity and attitude when looking for a career. If I did not have these attitudes my employer would have felt I was doing a job not looking for a career.

49. Most questions ask the SAME question--its just worded different.

50. As you've noticed I did agree on work experience, but one thing that really ticks me off is that these kids should receive a set wage. Where do they get the money from for fuel? They should receive at least minimum wage.

51. My personal suggestion is increase more vocational activities and work experiences because that is the best way to train someone for the outside world. Experience is the best teacher.

52. Students should go to school to learn trades, business and job related knowledge. Social values, work habits and attitudes I feel are better if learned in the home.

53. Talks or group discussions should be set up for students who seem to have more serious problems. More thought and care should be taken when serious situations involving social matters etc. arise with students. Students should be able to voice their opinions on how courses and programs can better be operated in the school. A better accepting understanding relationship should exist between teacher and student. It is also very important that the students be made aware of how its going to be when they get out of high school.

54. Overall I feel the questionnaire is quite good and should prove helpful to improve high school education. One point I would like to make is that grade nine students should be counselled more on what type of courses are available to them in high school and should be encouraged to take more than one vocational subject.

For example, instead of taking three years of automotives, take one year automotives, one year welding and one year of building construction. This way the student has a choice as to what he would like to do when he finishes high school.

55. I felt that many of the questions could not be answered in such a black and white fashion such as a multiple choice questionnaire allows.

Open-Ended Comments From Vocational Program Female Graduates

56. Students should have a better understanding of life after high school, like marriage, money management, how to cope with social pressures.

57. I feel the questions in this survey were set up quite well. A few were hard to answer on job finding since it is very hard to get a job in Alberta at this time.

58. Some of the questions regarding my present employment were hard to answer since I'm self-employed and have been for 4 years.

LEADS FROM OPEN-ENDED COMMENTS

Several of the open-ended comments reported above by research participants indicated opinions which were held in common. From these comments, some were selected because they could be used to establish priorities for further research and program planning.

Comment numbers 1 and 43 indicate that consideration should be given to continuing alcohol/drug education programs which have been made available through various subject areas as well as to students who have expressed an interest in this topic. In addition, comment numbers 1 and 40 suggest that courses such as L.I.F.E. 15 and L.I.F.E. 25, that deal with topics such as human development, marriage, and parenting continue to be made available to assist in meeting student needs for information and understanding in these areas. The authors of these latter two comments have also indicated that human development related courses are also needed in earlier grades. Researchers in the future may want to determine the

impact the new Elementary Grade Health Program, introduced by Alberta Education in the last two years, has on meeting these student needs.

This study indicated strong support (Table 26) towards Sturgeon Composite inviting visitors to the school to speak to students about various occupations. Ninety-five out of 96 respondents either agreed or strongly agreed that this should occur. Comment numbers 4, 6, 9, 22, and 46 provide additional support to have the Exploration in Career Planning (E.C.P.) program or "Career Day" concept reassessed.

In part, comment number 7 suggests greater consideration be given by students to register in Social Studies and Social Science related courses which have as one of their objectives the development of positive attitudes towards oneself, others, and the environment.

It is evident that open-ended responses number 10 and 25 appear to have been provided by respondents who placed considerable value on industrial and vocational education courses. These responses underline the importance of educators continuing to provide a greater awareness of the advantages of various high school programs to each individual student. However, comments such as number 38 should also be seriously considered by students when registering for a high school program, due to the uncertain nature of the job market during periods of recession.

Comment numbers 14 and 18 suggest that some students have not considered non-traditional occupations during their career planning. Consideration should be given to making students more aware of the numerous occupations that exist and that providing they have the necessary educational pre-requisites and the right economic and social conditions prevail, they may apply for employment in one of these occupations.

The advantages for some students to become involved in work study or work experience programs is emphasized and supported by comment numbers

18, 19, 47, 50, and 51. These programs not only provide an opportunity for students to identify their strengths and weaknesses in relation to employability; but also provide an opportunity for students to see the relevance of in-school learning as it relates to the world of work, and facilitates the adjustment from the role of student to the role of employee with greater knowledge, understanding, and competence.

Support for consumer education courses is provided by comment numbers 20, 27, 30, and 56. These comments suggest that a greater emphasis or awareness be provided to students to register in courses that deal with this need, such as, Business Foundations 10, Economics for Consumers 20, L.I.F.E. 15 and 25, and Home Economics related courses. Future research may provide additional support for the value of these courses to consumers.

The author of comment number 36 was extremely critical of the lack of variety in vocational subjects available at Sturgeon Composite. From this comment it is also apparent that this individual was not pleased with some of the content of the art program offered while being a student at the school and expressed a great desire to have been provided with an opportunity to pursue a comprehensive Commercial Art Program (35 high school credits). Also stressed was the fact that acceptance into post-secondary institutions is becoming more competitive. Comments such as these re-emphasize the importance of making students aware of these trends so that, if necessary, career planning alternatives may be considered. Also suggested is a greater need for more sensitivity on the part of education officials to the educational needs of individuals. More suitable alternatives are required when it may not be economically viable to provide a more varied curricula to the student population.

Comment 57, and part of comment number 39, suggest that additional

research may be warranted to assist in determining what methods students may be acquainted with in seeking employment. Such research may provide information as to what job seeking skills may warrant emphasis.

Providing increased awareness of the various Industrial Education courses appears to warrant some consideration. This may suggest reviewing the impact of student orientation programs so that suitable choices may be facilitated. Support for efforts in this direction is provided by comment number 54.

## FUTURE FOLLOW-UP AND REQUEST FOR SUMMARY COPY

The final part of the research instrument asked participants to provide the names and addresses of friends or relatives through which they may be contacted, if necessary, to participate in a ten-year longitudinal follow-up study. Ninety-four of the 96 participants (97.9%) provided names and addresses. In conclusion, 80 of the 96 participants (83.3%) requested a summary copy of the results of this study.

## CHAPTER IV

## SUMMARY, OBSERVATIONS, CONCLUSIONS, AND RECOMMENDATIONS

Chapter I of this thesis provided an overview of the research setting followed by the problem statement for this study. The remainder of that chapter included supporting objectives of the study, delimitations, and limitations of the study, operational definitions relevant to this research, an explanation as to the need and importance of the study, a description of the research population and instrumentation, followed by an outline of the methodology used in the study.

Chapter II provided a review of related literature applicable to this research including a historical overview of school guidance and counselling. Also included in this chapter was additional information of the research setting, perspectives on evaluating guidance and counselling program effectiveness, and a review of related research.

Chapter III of this thesis presented an analysis of the data collected with the research instrument used in this study. Tables indicating frequencies, percentages, weight factors, mean, and standard of deviation were used for ease of presentation and interpretation of data collected with the research questionnaire.

The last chapter of this thesis, Chapter IV, will be divided into three parts. The first part will include a summary of the research methodology. The second part will contain the observations and conclusions derived from the findings of this study. In the third part, recommendations will be made to Sturgeon School Division administrators at both the central office and at the High School in an effort to improve the educational, guidance, and counselling services offered to students. The final section of this chapter will also consist of

recommendations for further research.

## SUMMARY

A review of the related literature revealed that guidance and counselling of youth can be traced to antiquity. The Medieval Period contained signs of the emergence of guidance as an organized service. The Industrial Revolution provided even greater recognition for the need for guidance and counselling services. Economic, political, educational and technological events have continued to have a major influence on the growth and development of guidance and counselling services in the schools of the nation.

## THE PROBLEM

The research problem of this study with its two major objectives were to identify post-high school occupational characteristics, attitudes and opinions of the 1979 graduating class from S.C.H.S. that may contribute toward the improvement of the educational and counselling services offered at this high school.

In addition to the purpose and the major objectives of the study, the study had the following seven supporting objectives: to identify the program of study that each participant successfully completed before graduating from the school; to place each occupational title of participants into major groups of occupations following the format found in the Canadian Classification and Dictionary of Occupations; to categorize the attitudes of participants by sex and by their program of study while in high school; to determine the employment post-high school characteristics of participants five years after graduating from high school; to determine the occupational aspirations established

as career goals by the participants; to place in broad categories the responses of participants to the open-ended question directed at the research instrument; to determine additional educational experiences both university or non-university that those involved in the study elected to be involved with since their graduation from high school.

From school records, the researcher was able to identify the sex and former program of study of each of the participants.

## THE POPULATION

The research population consisted of 96 of the 124 graduates from the Class of '79 that were located out of the 139 students who graduated that year.

## RELATED RESEARCH

The researcher conducted two information retrieval searches of the ERIC data base, as well as a manual search of the standard indices for reporting the findings of educational research. A review of related research revealed that there had been an increasing number of follow-up studies of senior high school graduates, particularly in the United States, during the past two decades.

A review of related research revealed considerable documentation on the National Longitudinal Study (NLS) of the High School Class of 1972 which incorporated base year data on 440,000 ninth through twelfth grade students throughout the United States. The primary purpose of the NLS was to determine what happens to young people after they leave high school, as indicated by their subsequent occupational and educational activities, plans, aspirations, and attitudes. Researchers working on the NLS have attempted to use data collected to

enhance educational opportunity and achievement and to upgrade occupational attainment and career outcomes.

In an address to the Economic Council of Canada, Stamp observed that some school jurisdictions in Canada felt additional impetus to conduct follow-up studies in an attempt to assess the value of vocational education programs. These programs have had many of their facilities constructed through cost shared funds provided by the Technical and Vocational Training Assistance Act of 1960.

The nine separate studies by Anisef, Kreutz, Leeck, Little and Whinfield, Nielsen, Pura, Sen, Tapscott, and the Calgary Separate School District, all recommend that additional research be conducted, through follow-up studies, in an effort to continue working toward the improvement of educational services.

In 1984, a significant development for guidance and counselling in Alberta was the recommendation of Alberta Education that follow-up studies and/or longitudinal research be an integral part of a systematic evaluation of guidance and counselling services.

## METHODOLOGY

A questionnaire which solicited demographic, nominal, ordinal, and interval data was used as the research instrument in this study. The ordinal and interval data were collected using a five-point Likert-Type Scale which allowed participants to indicate their opinion by selecting one of the following options: strongly disagree, disagree, undecided, agree, or strongly agree. The instrument was pilot tested with eleven guidance counsellors and three high school graduates prior to being used in the study. After the pilot study, the instrument was revised by the researcher and then reviewed by six senior staff of the Sturgeon

School Division and three students enroled in grade twelve.

After minor revisions, the instrument was mailed along with a covering letter to the research population. A return postpaid, self-addressed envelope was also included as an enclosure.

The initial response yielded a return rate of only 38.7% (48/124) completed questionnaires. Two subsequent phone calls, to delinquent respondents who resided within the local dialing radius, brought the rate of return to 77.4% which represented 96 of the 124 participants. These 96 participants graduated in 1979 from one of the following programs of study: academic (24 males and 28 females); business (8 females); general (3 males and 15 females); and vocational (14 males and 4 females). All 96 questionnaires which were returned were usable for data analysis.

The data received were codified by the researcher and keypunched by personnel of the Division of Educational Research Services, University of Alberta. One-way analysis of variance, cross tabulations, frequencies, and chi-square were calculated using programs selected from the Statistical Package for the Social Sciences (SPSSx) and from the XDER Library. Tables indicating frequencies, percentages, weight factors, mean, and standard of deviation were prepared to assist in the presentation and analysis of data including the identification of major findings.

MAJOR FINDINGS

1. In response to question B in part one of the questionnaire, 90.2% of the males (37/41) and 89.1% of the female (49/55) respondents reported being employed. Conversely, 9.8% male (4/41) and 10.9% (6/55)

of the female respondents reported being unemployed.

2. In response to question C in part one of the questionnaire, 19.5% of the male (8/41) and 32.7% of the female (18/55) respondents were undecided concerning the occupation they wished to pursue as a career goal.

3. In response to question B and question C, 48.8% or 20 out of 41 male participants indicated they aspired to change from one major group of occupations, as coded in the CCDO, to another major group of occupations. Of the 55 female respondents, 31 (56.4%) expressed similar aspirations. Table 54 in Appendix "D", page 200, provides a detailed breakdown of the number and percentage of students, by high school program and sex, who aspired to make an occupational change from one major group of occupations to another major occupational group.

4. One hundred percent of the participants agreed, with 74% of them strongly agreeing, that educational information on high school credits, courses, programs, as well as entry requirements for apprenticeship programs and post-secondary institutions should be made available to students. Tables 7, 12 and 47 contain these data.

5. Ninety-nine percent or 95 of the 96 participants either agreed, or strongly agreed, that visitors from the various occupations should be invited to the school to speak to students about their occupations. Fifty-seven or 54.9% of the 95 participants strongly agreed that this activity should take place.

6. Ninety-four of the 96 participants (97.9%) agreed that vocational information or job opportunities including trends and specific information on professional and technical vocations should be available to students while in high school.

7. Ninety-three of the 96 participants (96.9%) either agreed or strongly agreed with the statement that students at S.C.H.S. should have an opportunity to go to someone for individual counselling. Half of the respondents strongly agreed with this statement.

8. Ninety-one of the 96 participants (94.8%) either agreed or strongly agreed that the school should provide students with counselling that will assist them to continue their education. Half of the respondents strongly agreed with this statement.

9. Eighty-four of the 96 participants agreed that S.C.H.S. should provide students with counselling that helps find employment after they graduate from high school. Almost half (49%) of those involved in the study strongly agreed with this statement.

10. One third (33.3%) of the research participants strongly agreed that the school should assist students to develop a better understanding and appreciation of the world of work. In total, ninety-two of the 96 participants either agreed or strongly agreed that the school should provide this service.

11. Almost half (49%) of the 96 participants strongly disagreed with the negatively phrased statement that students at the school should not be assisted in learning about drugs and alcohol (uses and abuses). In total, 81 of the 96 participants either disagreed or strongly disagreed with this item.

12. Forty-five of the 96 participants (46.9%) strongly disagreed with the statement that students at the research school should not be assisted in learning about family life including sex education. In contrast only 4 of all the respondents (4.2%) strongly agreed with this negatively phrased statement.

13. Fifteen of the 96 participants (15.6%) agreed with the statement, that personnel of the school were pretty good at teaching students about how to obtain a job. Of these 15, only 2 strongly agreed.

14. Three of the 96 participants (3.1%) disagreed that the school should have the services of a professionally trained counsellor(s) who counsels students, acts as a consultant to teachers and parents, and coordinates the school's guidance activities.

15. In total, 4 of the 96 participants (4.1%) either disagreed or strongly disagreed that students at S.C.H.S. should receive help with skills in learning how to study and take an examination.

16. Seventy-five percent of the respondents indicated that S.C.H.S. should assist students (or parents of students) with problems which cannot be handled in the school by referring them to other helping agencies.

## OBSERVATIONS

The research population provided what can be classified as observations that are directly related to the study and its findings. Among these observations are the following:

1. Ninety-four of the 96 participants (97.9%) provided names and addresses of friends or relatives through which they may be contacted, if necessary, to participate in a ten-year longitudinal follow-up study. This could be interpreted to mean that they are concerned about the quality of the education they received.

2. Eighty of the 96 participants (83.3%) requested a summary copy of the results of this current study. This may indicate their interest in the research.

3. Ninety-six of the original research population of 124 graduates

(77.4%) chose to participate in this study. This observation closely related to the concern these individuals have for the education they received in high school to prepare them for either the world of work or further education.

4. Fifty-eight of the participants (60.4%) provided additional, and in several cases lengthy, comments concerning all phases of the research and their high school education.

The researcher's colleagues, employed with the Sturgeon School Division, have expressed interest in this five-year follow-up study. It will be interesting to note how these professional people accept and eventually implement the findings of this investigation.

Professional associates in the Alberta Teachers' Association Guidance Council and the Society for the Promotion and Advancement of Career Education have expressed interest in seeing the results of this research. Similarly, officials with the Alberta Department of Education and representatives of the Alberta Department of Manpower have demonstrated their interest and enthusiasm for this study by providing the researcher with information that was of value.

A weakness of the study, perceived by the researcher, was the diversity of several of the statements included in the second part of the questionnaire that were distributed throughout the instrument. The researcher is of the belief that the clustering of similar statements into groups common to one topic would facilitate a better determination of respondent opinion. Several questions on the research instrument did not bring out the negative type of respondent opinion.

The lack of a specific deadline for participants to return their questionnaires was perceived as another weakness of this study.

## CONCLUSIONS

The data obtained through the research instrument suggests the following conclusions:

1. Graduates from the Class of '79 of S.C.H.S. had a better record of employment, at the time that the research was conducted, than other youth within their same age category both provincially and nationally. Statistics Canada reported that in June, 1984 the unadjusted rate of unemployment for male youths age 20-24 years, the age range of those involved in the study, in Alberta and Canada was 16.3% and 17.0%, respectively. This same report shows the unadjusted rate of unemployment for female youth age 20-24 years in Alberta and Canada to be 13.1% and 14.9% respectively. The unemployment rate for participants was 9.8% male and 10.9% female. A disadvantage of using aggregate in unemployment statistics for the age group for youth is that it is difficult to make comparisons for each age within the groupin. It would be more advantageous for researchers if these unemployment statistics were broken down by age instead of aggregate age ranges.

2. Data from Tables 3 and 4 indicate a major aspirational shift in occupational choice which could influence the occupational mobility for both male and female respondents. Female respondents indicated an aspirational shift out of Clerical occupations from 38.2% down to 14.5%. Conversely, female respondents indicated an aspirational shift into Managerial and Administrative occupations from 9.1% up to 20.0%. Male respondents indicated an aspirational shift that would see them completely vacate occupations in the Clerical, Sales, Processing, Transport, Material-Handling, and occupations in Other Crafts. Conversely, male respondents indicated an aspirational shift into Managerial

and Administrative occupations from 4.9% up to 22.0%. These aspirational shifts appear to confirm a trend which will see many individuals employed in several different occupations during their lifetime. This occupational shift may have been influenced by maturity of the participants and their experience in the world of work where they observed the advantages that accrue to people at the managerial and administrative levels. Shertzer (1976) supports this conclusion by stating:

> A person continues to refine and narrow down the level of employment which is realistic for him and the field of work that promises him satisfaction. . . . For many persons, their choice of occupations in high school is their eventual work, while others continue over a period of years to make decisions concerning the field and level in which they want to work. . . . The choice of an occupation is often a compromise between a person's ideals and the realities that he must face. Changes in occupational choices over time often reflect this compromise procedure. . . . Probably a student's increasing understanding of his own abilities, plus learning what is required by the occupation lead to final selection of an occupation. (pp. 214-215)

3. In Table 4 are data which indicate that 19.5% of male respondents (8/41) and 32.7% of female respondents (18/55) were undecided on career goals. A conclusion which may be drawn from this observation is a need for administrative personnel and guidance counsellors at S.C.H.S. to review career education programs offered to students to enable them to make more informed career-related decisions. Concerted efforts in this direction would be consistent with one of Alberta Education's goals of schooling which encourages the acquiring of knowledge and the developing of skills, attitudes, and habits required to respond to the opportunities and expectations of the world of work.

4. Data found in Tables 27 and 50 indicate that the majority of respondents did not rely on any one main method to find either their

current or most recent employment. Data in these tables lead to the conclusion that youth should continue to be encouraged to use more than one method to find employment, particularly their first job. This conclusion is similar to one made by the Creative Employment Development Association when it completed the research project on youth employment and unemployment in Edmonton.

5. The very high degree of consensus by respondents to questionnaire statement numbers 7, 21 and 42 leads to the conclusion that S.C.H.S. should continue giving consideration, as priority services, to the following: a) the provision of secondary and post-secondary educational information; b) inviting visitors to S.C.H.S. to speak to students about various occupations; and c) the provision of vocational or occupational information in multi-media form. Tables 12, 26 and 47 contain these data.

6. The high degree of consensus by respondents to questionnaire statement numbers 2 and 9 leads to the conclusion that consideration also be given to continue providing opportunities for individuals to go to someone for individual counselling. Tables 7 and 14 contain these data.

7. What may appear to be recognized as an inconsistency between the data found in Tables 1 and 38 may perhaps be explained by the fact that in 1980 and 1983, respondents were not provided with the option to indicate that they were undecided on the question asked.

## RECOMMENDATIONS

The findings and conclusions of this study indicate that the Class of '79 from S.C.H.S. have placed considerable value on some of the

educational, guidance, and counselling services that have been highlighted in this study. Several of these findings are consistent with the comprehensive evaluations of the Guidance and Counselling Program conducted in the school in 1980 and 1983. Nevertheless, in an effort to improve these services, the researcher recommends the following:

1. Copies of this study be made available to all trustees of the Sturgeon School Division to assist them in allocating sufficient resources to facilitate the provision of services reviewed in this study, as well as, other local needs assessments and evaluations which have been discussed in Chapter II. This recommendation is consistent with a position paper of the Canadian School Trustees Association which stated that sufficient funds, to provide for counselling services, be allocated to meet student needs.

2. The Guidance and Counselling Program adopted at S.C.H.S. during the 1982/83 school year be reviewed and updated to be more in line with the resources currently allocated. Inherent in this recommendation is that as Herman (1984) emphasizes: "A guidance program does not just happen. It comes as a result of conscious commitment to a course of action. A master plan for guidance is mandatory" (p. 36).

3. Recognition be given to the belief that in order for evaluation of guidance and counselling services to be meaningful and of value, that the role description of guidance counsellors be made clearly known so that energies may be exerted to meet with these expectations. This recommendation would also be consistent with the policy proposed by Alberta Education (1984) in its document outlining the delivery of guidance and counselling services.

4. In view of the interest expressed in this study by the respondents (as previously noted: 80 out of 96 respondents requested summary copies of this study and 94 out of 96 respondents supplied addresses for future contact), further consideration should be given to making this study the first phase of a longitudinal study. This type of recommendation as stated by Alberta Education "can yield extensive data in reviewing the perceived relevancy of guidance and counselling services" (p. 40).

5. Despite the better employment rate record of the S.C.H.S. Class of '79, in comparison to provincial and federal statistics, concerted efforts should be explored to seek ways of improving on similar records in the future with all graduating classes. These efforts may be justified by both the data reported in Table 44 and recognition of the debilitating influence of unemployment on one's self-esteem.

6. The comments made by those who elected to complete the open-ended portion of the research instrument provides potential for additional research. From many of these comments there are a number of researchable topics. It is recommended that further research be completed on the scope and sequence of the programs of study offered. It is also recommended that the concept of the area vocational school be investigated to determine if a larger school population would result in additional program offerings for students who attend school outside the large population centres.

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## APPENDIX A

A copy of the research instrument and covering letter makes up this appendix.

STURGEON COMPOSITE HIGH SCHOOL

STURGEON SCHOOL DIVISION Ph. 973-3301 NAMAO, ALBERTA T0A 2N0

June 4, 1984

Would you please be kind enough to help us by completing the attached questionnaire?

We are presently surveying members of the second graduating class from Sturgeon Composite High School in an effort to determine how the educational and counselling services of the school could be improved in order to be of greater assistance to future generations of students. One of the areas we are especially concerned with is how to improve the employment potential of our graduates into satisfying occupations.

At this time, I would appreciate if you would take a few minutes of your time to carefully complete the enclosed questionnaire and return same in the self-addressed stamped envelope provided for your convenience. All information that you provide will be treated confidential and will be destroyed after the data is analyzed.

Because you make the survey data possible, through your cooperation, I look forward to receiving your completed questionnaire. Should you wish to receive a summary copy of the results of the survey, please complete the information on the last page of the questionnaire.

Thank you for your assistance in this regard.

Yours sincerely,

Ernie Oginsky
Student Counsellor
STURGEON COMPOSITE HIGH SCHOOL

Encls.

P.S.
IT IS OF VITAL IMPORTANCE THAT YOUR COMPLETED QUESTIONNAIRE BE RETURNED AS QUICKLY AS POSSIBLE.

- THANK YOU

(Please print)

Today's date _____

A. Name _____
(Last) (First) (Maiden name, if applicable)

Current Mailing Address _____
(Number & Street) (Town or City) (Prov.) (Postal Code)

Permanent address _____
(If different than above) (Number & Street) (Town or City) (Prov.) (Postal Code)

Residence Phone Number _____ Business Phone Number _____

Name, Address, and Phone Number of Parent(s) or, if applicable, former guardians.

_____
(Name)

_____
(Number & Street) (Town or City) (Prov.) (Telephone Number)

B. If you are now employed, what is the official job title of your occupation?

_____

C. What is the official job title of the occupation you have set as a career goal?

_____

D. If applicable, please indicate what educational courses you have completed beyond high school?

_____

**********

## GENERAL INSTRUCTIONS

On the next few pages, you will find various statements of opinion about educational and student counselling services, as well as about work. Read each statement, and decide how much you agree with it.

If you STRONGLY DISAGREE with the statement, circle (SD.)
If you DISAGREE with the statement, circle (D.)
If you are UNDECIDED or if you partly agree and partly disagree, circle (U.)
If you AGREE with the statement, circle (A.)
If you STRONGLY AGREE with the statement, circle (SA.)

Work quickly. Your first impressions are important.

Thank you for your cooperation.

Sturgeon Composite High School = S.C.H.S.

Strongly Disagree = SD  Disagree = D  Undecided = U
Agree = A  Strongly Agree = SA

(Circle the most appropriate answer.)

| | | |
|---|---|---|
| 1. | S.C.H.S. should provide students with counselling that helps find employment. | SD D U A SA |
| 2. | S.C.H.S. should provide students with counselling that helps them continue their education. | SD D U A SA |
| 3. | Students should place more emphasis on basic academic subjects: math, science, English, etc. | SD D U A SA |
| 4. | While a student at S.C.H.S. I should have obtained more work experience through part-time employment. | SD D U A SA |
| 5. | I think I know what the requirements of most jobs are. | SD D U A SA |
| 6. | S.C.H.S. should not assist students with making occupational-vocational choices. | SD D U A SA |
| 7. | Educational information on high school credits, courses, programs, requirements for universities, technical institutes, apprenticeships and other higher institutions should be available to students. | SD D U A SA |
| 8. | I would rather have a job with low pay that I like, than a job with better pay that I did not like. | SD D U A SA |
| 9. | Students at S.C.H.S. should have an opportunity to go to someone for individual counselling. | SD D U A SA |
| 10. | Getting a good job is usually a matter of luck - being in the right place at the right time. | SD D U A SA |
| 11. | Students at S.C.H.S. should not be assisted in learning about family life including sex education. | SD D U A SA |
| 12. | There are jobs available for those who want them. | SD D U A SA |
| 13. | S.C.H.S should assist students to better understand themselves, how they develop and function, their needs and strengths, and so on. | SD D U A SA |
| 14. | The most important factor considered by my current or most recent employer in hiring me was my previous educational and work experiences. | SD D U A SA |
| 15. | Students at S.C.H.S. should be helped through group counselling. | SD D U A SA |

Sturgeon Composite High School = S.C.H.S.
Strongly Disagree = SD  Disagree = D  Undecided = U
Agree = A  Strongly Agree = SA

(Circle the most appropriate answer.)

16. More than ever before, there is a greater variety of job opportunities. SD D U A SA

17. While a student at S.C.H.S. I should have studied more. SD D U A SA

18. A service in S.C.H.S. should assist students to examine abilities, personal traits, and interests as they pertain to future plans. SD D U A SA

19. Earning a living is the most important thing in adult life. SD D U A SA

20. Someone at S.C.H.S. should assist students who have personal and social problems. SD D U A SA

21. Visitors should be invited to come to S.C.H.S. to speak to students about various occupations. SD D U A SA

22. The main method used in finding my current or most recent employment was through friends. SD D U A SA

23. S.C.H.S. should make good use of various community people, agencies, and other resources that are in a position to help students. SD D U A SA

24. S.C.H.S. should assist students to develop a better understanding and appreciation of the world of work. SD D U A SA

25. S.C.H.S. should assist students (or parents of students) with problems which cannot be handled in the school by referring them to other helping agencies such as social services, family counselling, mental health services, public health people, and so on. SD D U A SA

26. Most jobs are pretty interesting. SD D U A SA

27. Students should place more emphasis on business, vocational and technical subjects. SD D U A SA

28. While a student at S.C.H.S. I should have attained more work experience through Work Experience Education courses. SD D U A SA

29. I would like a job where you can be your own boss. SD D U A SA

30. Students at S.C.H.S. should be given assistance as to how to make realistic decisions. SD D U A SA

Sturgeon Composite High School = S.C.H.S.

Strongly Disagree = SD  Disagree = D  Undecided = U
Agree = A  Strongly Agree = SA

(Circle the most appropriate answer.)

| | | |
|---|---|---|
| 31. | Students at S.C.H.S. should receive help in learning studying and exam taking skills. | SD D U A SA |
| 32. | Students at S.C.H.S. should not be assisted in learning about drugs and alcohol (uses and abuses). | SD D U A SA |
| 33. | S.C.H.S. should have the services of a professionally trained counsellor(s) who counsels students, acts as a consultant to teachers and parents, and coordinates guidance activities in this school. | SD D U A SA |
| 34. | I am (or was) satisfied overall with my present (or most recent) employment experience. | SD D U A SA |
| 35. | I believe that I will be able to meet the requirements of the occupation I choose as a career goal. | SD D U A SA |
| 36. | I have attained the career goal I set for myself while in high school. | SD D U A SA |
| 37. | In getting a job it is more important to know somebody than to know something. | SD D U A SA |
| 38. | Students at S.C.H.S. should not be assisted in deciding what courses to choose. | SD D U A SA |
| 39. | S.C.H.S. was pretty good at teaching you about how to obtain a job. | SD D U A SA |
| 40. | I would like a job where the boss lets you decide how something should be done. | SD D U A SA |
| 41. | Most employers don't want employees who have minds of their own. | SD D U A SA |
| 42. | Vocational information or job opportunities, trends, and specific information on professional and technical vocations should be available to students. | SD D U A SA |
| 43. | While a student at S.C.H.S. I should have spent less time socializing. | SD D U A SA |
| 44. | Nowadays there is enough work to go around for everyone. | SD D U A SA |
| 45. | The main method used in finding my current or most recent employment was through government employment offices. | SD D U A SA |

PLEASE COMPLETE PAGE 5 ON REVERSE SIDE...

In summary, please feel free to comment here on the questions you have answered in this survey. Moreover, there may be important areas related to education or work not included in this questionnaire. If so, would you please bring them to my attention?

_____

_____

_____

_____

_____

**********

I may want to contact you again in approximately five years in order to re-consider the changes that will occur in aspects of your work and education. To help me contact you in the future, please provide me the names and addresses of two friends or relatives who will probably know of your location in five years and are not likely to have moved themselves.

NAME _____ NAME _____

RELATIONSHIP _____ RELATIONSHIP _____

ADDRESS _____ ADDRESS _____

_____ _____

_____ _____

TELEPHONE _____ TELEPHONE _____

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

If you would like to receive a summary copy of the results of this survey, please indicate the address you would like it mailed to.

_____

_____

_____

THANK YOU VERY MUCH FOR YOUR TIME AND CO-OPERATION.

## APPENDIX B

A copy of the job description of the Sturgeon Composite High School Counsellor dated August 18, 1978 constitutes this appendix.

ROLE OF THE STURGEON COMPOSITE HIGH SCHOOL COUNSELLOR

August 18, 1978

I. Develop and implement a Guidance and Counselling program in consultation with and assistance from the principal and staff.

Guidance and counselling is not exclusive to the counsellor. All staff have the responsibility for the development of students.

II. Ascertain that his understandings coincide with those of the principal relative to his role and responsibilities as well as line and staff relationships in the organizational pattern.

III. Provide consultative and resource assistance to the school administrators and teaching staff.

IV. In the overall process of the development and implementation of a guidance and counselling program the counsellor will strive to relate the guidance and counselling projects and activities back to the major tasks which the school should accomplish. On this basis, Guidance and Counselling in the school can be maintained as an integral part of the educational program of the school as a whole.

V. Assist pupils in developing effective approaches to learning. To follow-up pupils who are not attending regularly with a view to finding the reasons for the poor attendance as well as setting up programs for specifically improving the attendance of

these pupils.

VI. Personal Counselling:

In a counselling relationship the counsellor -

a) Assists the pupil to understand and accept himself as an individual, thereby making it possible for the pupil to express and develop an awareness of his own ideas, values and needs.

b) Furnishes personal and environmental information to the pupil, as required, regarding his plans, choices, or problems.

c) Seeks to develop in the pupil a greater ability to cope with and solve problems and an increased competence in making decisions and plans for which he and his parents are responsible.

d) Provides personal stability and consistency which helps to develop a sense of identity in the pupil - that is to help the pupil understand who he is, what he is capable of and help him find himself.

e) Interprets social expectations of the school to the student. Counselling procedures can help accomplish this through making school policies meaningful.

f) To facilitate learning experiences which lead pupils to become more aware of

themselves. To help them to understand the process and application of decision-making as it relates to their lives.

g) To assist pupils in gathering and interpreting information about further opportunities in personal development. To assist pupils to plan for and carry out the necessary steps and procedures for reaching successive stages and selected alternatives.

VII. Assist the school in obtaining and disseminating occupational, educational and personal - social information and materials.

VIII. Educational and Occupational Planning:

In efforts to provide pupils and parents with an understanding of the pupils as an individual in relation to educational and occupational opportunities for his optimal growth and development and to promote self-direction of the pupil, the school counsellor -

a) Assists the pupil and his parents in relating the pupil's interest, aptitudes, and abilities to current and future educational and occupational opportunities and requirements, long range educational plans, and choices.

b) Collects and disseminates to pupils and parents information concerning careers,

opportunities for further education and training, and school curricular offerings.

c) Assists pupils and parents in understanding procedures for making applications and planning for financing the pupil's educational goals beyond high school.

d) Consults with school administrators and members of the school faculty relative to the curricular offerings which will meet the abilities, interests, and needs and goals of the pupils.

e) Assists in the educational and occupational planning of pupils who have withdrawn or who have been graduated from the school.

IX. Pupil Appraisal:

The school counsellor assumes the role of leader and consultant in the school's program of pupil appraisal. In pupil appraisal the counsellor -

a) Assists in the accumulation of meaningful information concerning pupils through such means as conferences with pupils and parents, standardized test scores, academic records, anecdotal records, personal data forms, records of past experience, inventories, and rating scales.

b) Assists in the organization and maintenance of confidential files of pupil data.

c) Interprets pupil information to pupils, parents, teachers, administrators, and other professionals concerned with the pupil.

d) Assists in identifying pupils with special abilities or needs.

e) Directs the administration of group tests.

f) Administers individual tests.

X. Program Placement:

a) Recommend placement of pupils in educational programs and courses consistent with the pupil's ability, performance, interests and goals.

b) Assists students in making appropriate choices of school subjects and courses of study and in making transitions from one school level to another, one school to another, and from school to employment.

c) Helps pupils and parents to make a long-range plan of study for the high school years, and assumes responsibility for periodic review and revisions of such plans according to need as shown by such factors as changes in the curriculum, pupil appraisal data, school achievement, the pupil's maturity, and new goals.

d) Plans with administrators and teachers (1) to provide appropriate classroom

placement for pupils with special abilities or disabilities and (2) to establish procedures for course selection by pupils and grouping of pupils.

e) Help furnish pupil data to the receiving school when a pupil transfers, obtains pupil data for new pupils, and gives individual pupil data for educational and training institutions, prospective employers, and employment agencies.

f) Assists in giving pupils and parents an understanding of procedures for making applications and financial plans for attending education or training institutions and for making application for employment.

g) Confers with admissions personnel and personnel directors and visits educational and training institutions as well as businesses and industries applicable to pupils in his school.

h) Assists in the transition of students from Junior High School to Senior High School.

XI. Consulting with Staff:

The school counsellor works closely with members of the administrative and teaching staffs to the end that all of the school's resources are directed toward meeting the needs of individual pupils.

In staff consulting, the school counsellor -

a) Shares appropriate individual pupil data with staff members with due regard to confidentiality.

b) Helps teachers to identify pupils with special needs as problems and keeps teachers informed of developments concerning individual pupils which might have a bearing upon the classroom situation.

c) Participates in in-service training programs, staff meetings and case conferences through which he discusses his own role, interprets a child-centered point of view, and encourages effective use of pupil data in teaching activities and guidance services given by teachers.

d) Assists teachers to secure materials and develop procedures for a variety of classroom group guidance experiences.

e) Provides materials and information concerning such matters as the characteristics and needs of the pupil population, pupil post-school behaviour and employment trends for use in curriculum study and revision.

XII. Consulting with Parents:

The school counsellor holds conferences with parents and acts as a resource person on the growth

and development of their children. Through individual or group conferences the school counsellor -

a) Interprets the guidance and counsellor services of the school.

b) Assists parents in developing realistic perceptions of their children's aptitudes, abilities, interest, attitudes, and development as related to educational and occupational planning, school progress and personal social development.

c) Provides parents with information about school policies and procedures, school course offerings, educational and occupational opportunities and requirements, and resources that can contribute to the fullest development of their children.

XIII. Facilitate referrals to appropriate agencies:

The school counsellor has a major responsibility in making and coordinating referrals to other specialists in pupil personnel services and public and private agencies in the community. Recognizing his own limitations to provide total service, the school counsellor -

a) Assists pupils and parents who need such service to be aware of and to accept referral to other specialists in pupil personnel services and community agencies.

b) Maintains a close working relationship in referrals to other specialists in pupil personnel services.

c) Identifies pupils with special needs which require the services of referral sources.

d) Identifies community referral agencies and their services.

e) Assists in the development of referral procedures and in the maintenance of liaison and cooperative working relationships with community resources.

f) Provides a follow-up referral of agency recommendations to help the pupil and/or his family work through the problems.

XIV. Conducts research:

Research in guidance is concerned with the study of pupil needs and how well school services and activities are meeting those needs. The school counsellor plays a role of leadership in determining the need for research, conducting or cooperating in research studies, and discussing research findings with members of the school staff.

The school counsellor conducts or cooperates with others in conducting studies in areas such as the following:

a) Follow-up of pupils who have withdrawn or graduated.

b) Relationship of scholastic aptitude and achievement to selection of courses of study, class placement, and post-high school education and occupational placement.

c) Characteristics, as well as educational and guidance needs of the pupils.

d) The use of records and pupil personnel data.

e) Occupational trends in the community.

f) Evaluation of the school's counselling and guidance services.

XV. Assist in Public Relations:

The school counsellor has a responsibility for interpreting counselling and guidance services of the school to members of the school staff, parents, and the community. All of his services in the guidance and counselling program have potential public relations value.

XVI. Assist in developing school policies and programs.

## APPENDIX C

This appendix is comprised of the four following needs assessment instruments used at Sturgeon Composite High School:

Instrument No. 1 - Guidance Services Needs Assessment

Instrument No. 2 - Student Counselling Department Student Needs Assessment Survey

Instrument No. 3 - Counselling Program Survey

Instrument No. 4 - The Career Survey

Instrument No. 1

## GUIDANCE SERVICES NEEDS ASSESSMENT

This survey will try to determine which guidance services are considered important and how well such services in the school are fulfilling their role. This information in turn may be used to further improve the services.

Do not place your name on this paper - nor on the computer sheets.

RATING THE IMPORTANCE AND PERFORMANCE OF VARIOUS ASPECTS OF GUIDANCE SERVICES

You will find on the next few pages a series of statements each followed by two sets of numbers for rating the statement. Please mark on the computer sheets the appropriate number according to scales below:

| What Should Be | | What Is | |
|---|---|---|---|
| (1) | Low Importance | (1) | Service is not provided |
| (2) | Below average importance | (2) | Service performed in a below average manner |
| (3) | Average importance | (3) | Services performed in an average manner |
| (4) | Fairly high importance | (4) | Services performed fairly well |
| (5) | Very important service | (5) | Service performed in an excellent manner |
| (N/A) | Not applicable (leave blank) | (N/A) | Not applicable, or unable to answer (leave blank) |

N.B. Remember, you mark one number for what the service should be (how important it is that such a service be provided in schools) and then you follow the same procedure for what is (how well the service is performed in your school).

Please do not write on these pages, except for the last page. Note that the "what is" answers are placed in Column 2 of the computer answer page. i.e., Question 1, the "what is" answer is placed at #21 on the computer sheet.

Complete the top of the computer sheet

| | |
|---|---|
| Name: | Please do not write in name |
| Mark: | Leave blank |
| Age: | Optional |
| School: | You will be provided a number |
| Please complete | Sex and Grade |
| Special Codes: | Follow instructions provided by teacher. |

Do you feel that:

| | What should be (How important is it that?) (Circle one) | | | | | | What is (How well is this service performed in your school?) (Circle one) | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | (Low importance) | (Below average) | (Average) | (Fairly high) | (Very important) | (Not applicable/ unable to answer) | (No service) | (Below average) | (Average) | (Fairly high) | (Excellent perf.) | (Not applicable/ unable to answer) |
| Students in this school have an opportunity to go to someone for individual counselling? | (1) 1 | 2 | 3 | 4 | 5 | N/A | (21) 1 | 2 | 3 | 4 | 5 | N/A |
| COMMENTS: | | | | | | | | | | | | |
| Someone in the school system assists students in deciding what courses to choose? | (2) 1 | 2 | 3 | 4 | 5 | N/A | (22) 1 | 2 | 3 | 4 | 5 | N/A |
| COMMENTS: | | | | | | | | | | | | |
| Someone in this school assists students who have personal and social problems such as fights, and/or concerns with others. | (3) 1 | 2 | 3 | 4 | 5 | N/A | (23) 1 | 2 | 3 | 4 | 5 | N/A |
| COMMENTS: | | | | | | | | | | | | |
| Someone in this school system assists students with making occupational-vocational choices. | (4) 1 | 2 | 3 | 4 | 5 | N/A | (24) 1 | 2 | 3 | 4 | 5 | N/A |
| COMMENTS: | | | | | | | | | | | | |

Do you feel that:

| | What should be (How important is it that?) (Circle one) | | | | | | What is (How well is this service performed in your school?) (Circle one) | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | (Low importance) | (Below average) | (Average) | (Fairly high) | (Very important) | (Not applicable/ unable to answer) | (No service) | (Below average) | (Average) | (Fairly high) | (Excellent perf.) | (Not applicable/ unable to answer) |
| You are clear as to what guidance services are provided in this school and the purpose of such services as counselling is explained to you. | (5) 1 | 2 | 3 | 4 | 5 | N/A | (25) 1 | 2 | 3 | 4 | 5 | N/A |
| COMMENTS: | | | | | | | | | | | | |
| This school makes good use of various community people, agencies, and other resources that are in a position to help students? | (6) 1 | 2 | 3 | 4 | 5 | N/A | (26) 1 | 2 | 3 | 4 | 5 | N/A |
| COMMENTS: | | | | | | | | | | | | |
| Printed information about happenings in this school's programs are sent home and parents are given a chance to discuss things with members of the school's staff. | (7) 1 | 2 | 3 | 4 | 5 | N/A | (27) 1 | 2 | 3 | 4 | 5 | N/A |
| COMMENTS: | | | | | | | | | | | | |
| Someone in this school assists students (or parents of students) with problems which cannot be handled in the school by referring them to other helping agencies such | (8) | | | | | | (28) | | | | | |

Do you feel that:

| | What should be (How important is it that?) (Circle one) | | | | | | What is (How well is this service performed in your school?) (Circle one) | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | (Low importance) | (Below average) | (Average) | (Fairly high) | (Very important) | (Not applicable/ unable to answer) | (No service) | (Below average) | (Average) | (Fairly high) | (Excellent perf.) | (Not applicable/ unable to answer) |
| (Cont'd) as social services, family counselling, mental health services, public health people, and so on. | 1 | 2 | 3 | 4 | 5 | N/A | 1 | 2 | 3 | 4 | 5 | N/A |
| COMMENTS: | | | | | | | | | | | | |
| Someone in this school assists students to better understand themselves, how they develop and function their needs and strengths and so on. (9) | 1 | 2 | 3 | 4 | 5 | N/A | 1 | 2 | 3 | 4 | 5 | N/A |
| COMMENTS: | | | | | | | | | | | | |
| Most students in this school frequently experience success? (10) | 1 | 2 | 3 | 4 | 5 | N/A | 1 | 2 | 3 | 4 | 5 | N/A |
| COMMENTS: | | | | | | | | | | | | |
| Students learn about others and how to get along with others? (11) | 1 | 2 | 3 | 4 | 5 | N/A | 1 | 2 | 3 | 4 | 5 | N/A |
| COMMENTS: | | | | | | | | | | | | |

(29)

(45)

(46)

Do you feel that:

| | What should be (How important is it that?) (Circle one) | | | | | | What is (How well is this service performed in your school?) (Circle one) | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | (Low importance) | (Below average) | (Average) | (Fairly high) | (Very important) | (Not applicable/ unable to answer) | (No service) | (Below average) | (Average) | (Fairly high) | (Excellent perf.) | (Not applicable/ unable to answer) |
| Students are given assistance in school as to realistic decision making? | (12) 1 | 2 | 3 | 4 | 5 | N/A | (30) 1 | 2 | 3 | 4 | 5 | N/A |
| COMMENTS: | | | | | | | | | | | | |
| Someone in the school assists teachers and students by first gathering information on students (e.g., testing) and helping teachers, parents, or students to use this information so that students can achieve more success? | (13) 1 | 2 | 3 | 4 | 5 | N/A | (31) 1 | 2 | 3 | 4 | 5 | N/A |
| COMMENTS: | | | | | | | | | | | | |
| Students are assisted in learning about drug and alcohol (uses and abuses)? | (14) 1 | 2 | 3 | 4 | 5 | N/A | (32) 1 | 2 | 3 | 4 | 5 | N/A |
| COMMENTS: | | | | | | | | | | | | |
| Students are assisted in learning about family life including sex education. | (15) 1 | 2 | 3 | 4 | 5 | N/A | (50) 1 | 2 | 3 | 4 | 5 | N/A |

Do you feel that:

| | What should be (How important is it that?) (Circle one) | | | | | | What is (How well is this service performed in your school?) (Circle one) | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | (Low importance) | (Below average) | (Average) | (Fairly high) | (Very important) | (Not applicable/ unable to answer) | (No service) | (Below Average) | (Average) | (Fairly High) | (Excellent perf.) | (Not applicable/ unable to answer) |
| This school assists students to develop a better understanding and appreciation of the world of work? | (16) 1 | 2 | 3 | 4 | 5 | N/A | (33) 1 | 2 | 3 | 4 | 5 | N/A |
| COMMENTS: | | | | | | | | | | | | |
| Your school has the services of a professionally trained counsellor who counsels students, acts as a consultant to teachers and parents, and coordinates guidance activities in this school? | (17) 1 | 2 | 3 | 4 | 5 | N/A | (34) 1 | 2 | 3 | 4 | 5 | N/A |
| COMMENTS: | | | | | | | | | | | | |
| Students in this school are helped through group counselling. | (18) 1 | 2 | 3 | 4 | 5 | N/A | (35) 1 | 2 | 3 | 4 | 5 | N/A |
| COMMENTS: | | | | | | | | | | | | |
| The teachers and administrators in this school make students feel as if they are worthwhile and that they count as human beings? | (19) 1 | 2 | 3 | 4 | 5 | N/A | (36) 1 | 2 | 3 | 4 | 5 | N/A |
| COMMENTS: | | | | | | | | | | | | |

Do you feel that:

| | What should be (How important is it that?) (Circle one) | | | | | | What is (How well is this service performed in your school?) (Circle one) | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | (Low importance) | (Below average) | (Average) | (Fairly high) | (Very important) | (Not applicable/ unable to answer) | (No service) | (Below average) | (Average) | (Fairly high) | (Excellent perf.) | (Not applicable/ unable to answer) |
| Educational information on high school credits, courses, programs, requirements for universities, technical institutes, apprenticeships and other higher institutions is available to students? (20) | 1 | 2 | 3 | 4 | 5 | N/A | (37) 1 | 2 | 3 | 4 | 5 | N/A |
| COMMENTS: | | | | | | | | | | | | |
| Vocational information or job opportunities, trends, and specific information on professional and technical vocations can be obtained by students in this school? (21) | 1 | 2 | 3 | 4 | 5 | N/A | (38) 1 | 2 | 3 | 4 | 5 | N/A |
| COMMENTS: | | | | | | | | | | | | |
| A service in your school assists students to examine abilities, personal traits, and interests as they pertain to future plans? (22) | 1 | 2 | 3 | 4 | 5 | N/A | (39) 1 | 2 | 3 | 4 | 5 | N/A |
| COMMENTS: | | | | | | | | | | | | |
| The guidance materials in this school are up-to-date? (23) | 1 | 2 | 3 | 4 | 5 | N/A | (40) 1 | 2 | 3 | 4 | 5 | N/A |
| COMMENTS: | | | | | | | | | | | | |

Do you feel that:

| | What should be (How important is it that?) (Circle one) | | | | | | What is (How well is this service performed in your school?) (Circle one) | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | (Low importance) | (Below average) | (Average) | (Fairly high) | (Very important) | (Not applicable/ unable to answer) | (No service) | (Below average) | (Average) | (Fairly high) | (Excellent perf.) | (Not applicable/ unable to answer) |
| Visitors are invited to come to this school to speak to students about various occupations? | (41) 1 | 2 | 3 | 4 | 5 | N/A | (61) 1 | 2 | 3 | 4 | 5 | N/A |
| COMMENTS: | | | | | | | | | | | | |
| Current guidance information is displayed in the school? | (42) 1 | 2 | 3 | 4 | 5 | N/A | (62) 1 | 2 | 3 | 4 | 5 | N/A |
| COMMENTS: | | | | | | | | | | | | |
| This school helps new students to get to know about the school and its programs? | (43) 1 | 2 | 3 | 4 | 5 | N/A | (63) 1 | 2 | 3 | 4 | 5 | N/A |
| COMMENTS: | | | | | | | | | | | | |
| Interpretations of standardized (formal, non-teacher made) tests are available to students? | (44) 1 | 2 | 3 | 4 | 5 | N/A | (64) 1 | 2 | 3 | 4 | 5 | N/A |

Do you feel that:

| | What should be (How important is it that?) (Circle one) | | | | | | What is (How well is this service performed in your school?) (Circle one) | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | (Low importance) | (Below average) | (Average) | (Fairly high) | (Very important) | (Not applicable/ unable to answer) | (No service) | (Below average) | (Average) | (Fairly high) | (Excellent perf.) | (Not applicable/ unable to answer) |
| Students in this school receive help in learning studying and exam taking skills? (45) | 1 | 2 | 3 | 4 | 5 | N/A | 1 | 2 | 3 | 4 | 5 | N/A |
| COMMENTS: (65) | | | | | | | | | | | | |
| Students are assisted in greater self-confidence and a better feeling about themselves (self-concept)? (46) | 1 | 2 | 3 | 4 | 5 | N/A | 1 | 2 | 3 | 4 | 5 | N/A |
| COMMENTS: (66) | | | | | | | | | | | | |
| Someone meets with teachers in order to help solve specific classroom or other student related problems in the school? (47) | 1 | 2 | 3 | 4 | 5 | N/A | 1 | 2 | 3 | 4 | 5 | N/A |
| COMMENTS: (67) | | | | | | | | | | | | |

(Answer 66 and 67 on Computer Sheet)

Guidance services usually include counselling (vocational, educational, and personal), consultative assistance for teacher and parents, and the coordination of guidance related activities in the school and community.

48. Do you feel that guidance services (including counsellors) are necessary in your school?

YES_____ NO_____ (Select one)

49. Do you feel that the guidance services in your school should be increased?

YES_____ NO_____ (Select one)

Open-Ended Question

50. To make students better adjusted (e.g., happier) and to learn more, how could the guidance services be changed or improved in this school? Also feel free to indicate what should not be happening.

STUDENT COUNSELLING DEPARTMENT

STUDENT NEEDS ASSESSMENT SURVEY

INTRODUCTION:

The counsellors at this school are interested in finding out what you expect from the Student Counselling Department. The results of this survey will influence the type of counselling, activities, and other services which we will attempt to make available to you.

INSTRUCTIONS:

Each question is followed by several lettered answers. Choose the one best answer for yourself and show this answer on the special answer sheet by circling the same letter.

Example 1: Edmonton is a nice place in which to live.

(A) Strongly Agree (B) Agree
(C) Undecided (D) Disagree
(E) Strongly Disagree

Answer Card: (A) (B) (C) (D) (E)

If you strongly agree that Edmonton is a nice place in which to live, you would circle (A) on your answer sheet.

Circle in only one letter for each answer.

Try to answer every question. However, if you strongly object to answering certain questions you may leave them blank. Please give your most honest answer to each question, as you see it applying to yourself. Since your name is not on the answer sheet we will not be able to identify you.

Thank you for your co-operation.

STUDENT COUNSELLING DEPARTMENT

STUDENT NEEDS ASSESSMENT SURVEY

1. I am presently enrolled in:

   (A) Grade 10 (B) Grade 11 (C) Grade 12 (D) Other

2. I am:

   (A) Male (B) Female

3. It is important that the Counselling Department help me decide which occupation to enter.

   (A) Strongly Agree (B) Agree (C) Undecided (D) Disagree
   (E) Strongly Disagree

4. It is important that the Counselling Department help me to plan which courses to take while I am at this school.

   (A) Strongly Agree (B) Agree (C) Undecided (D) Disagree
   (E) Strongly Disagree

5. It is important that the Counselling Department help me to identify the educational requirements necessary to enter the occupations I am considering.

   (A) Strongly Agree (B) Agree (C) Undecided (D) Disagree
   (E) Strongly Disagree

6. The Counselling Department should help me learn decision-making skills.

   (A) Strongly Agree (B) Agree (C) Undecided (D) Disagree
   (E) Strongly Disagree

7. Student counsellors should help me to feel good about being the person that I am.

   (A) Strongly Agree (B) Agree (C) Undecided (D) Disagree
   (E) Strongly Disagree

8. As a result of my experiences in this school, I have improved my ability to get along with other people.

   (A) Strongly Agree (B) Agree (C) Undecided (D) Disagree
   (E) Strongly Disagree

9. I would like help from my counsellor in understanding which feelings and values will guide my life.

   (A) Strongly Agree (B) Agree (C) Undecided (D) Disagree
   (E) Strongly Disagree

STUDENT NEEDS ASSESSMENT SURVEY (cont'd)

10. I would like help from my counsellor in finding solutions to personal and family problems.

    (A) Strongly Agree (B) Agree (C) Undecided (D) Disagree
    (E) Strongly Disagree

11. The Counselling Department should teach me the skills involved in applying for a job.

    (A) Strongly Agree (B) Agree (C) Undecided (D) Disagree
    (E) Strongly Disagree

12. I see a need for the Counselling Department to help me to use my spare time effectively.

    (A) Strongly Agree (B) Agree (C) Undecided (D) Disagree
    (E) Strongly Disagree

13. I would like the opportunity to take special tests which would give me information about my occupational interests and abilities.

    (A) Strongly Agree (B) Agree (C) Undecided (D) Disagree
    (E) Strongly Disagree

14. It is important that I learn what services are available to me from the school board and from the community.

    (A) Strongly Agree (B) Agree (C) Undecided (D) Disagree
    (E) Strongly Disagree

15. It is important for a Student Counsellor to help me become aware of my feelings and how they affect my behavior.

    (A) Strongly Agree (B) Agree (C) Undecided (D) Disagree
    (E) Strongly Disagree

16. Student counsellors should help me improve my ability to get along with my friends and fellow students.

    (A) Strongly Agree (B) Agree (C) Undecided (D) Disagree
    (E) Strongly Disagree

17. Student counsellors should help me improve my ability to get along with my parents.

    (A) Strongly Agree (B) Agree (C) Undecided (D) Disagree
    (E) Strongly Disagree

18. Student counsellors should help me improve my ability to get along with my teachers.

    (A) Strongly Agree (B) Agree (C) Undecided (D) Disagree
    (E) Strongly Disagree

STUDENT NEEDS ASSESSMENT SURVEY (cont'd)

19. It is important that I am able to discuss with my counsellor concerns that I have about drugs and alcohol.

(A) Strongly Agree (B) Agree (C) Undecided (D) Disagree
(E) Strongly Disagree

20. It is important that I am able to discuss with my counsellor my concerns about sexuality and sex roles.

(A) Strongly Agree (B) Agree (C) Undecided (D) Disagree
(E) Strongly Disagree

21. It is important for me to understand my strengths and my limitations before setting goals for my future life.

(A) Strongly Agree (B) Agree (C) Undecided (D) Disagree
(E) Strongly Disagree

22. I would like assistance from my counsellors in resolving conflicts between what I feel is right and what my friends expect of me.

(A) Strongly Agree (B) Agree (C) Undecided (D) Disagree
(E) Strongly Disagree

23. I would like a student counsellor to help me choose occupational goals which fit my personal feelings and beliefs.

(A) Strongly Agree (B) Agree (C) Undecided (D) Disagree
(E) Strongly Disagree

24. I would like help in developing a life-long career plan.

(A) Strongly Agree (B) Agree (C) Undecided (D) Disagree
(E) Strongly Disagree

25. The Counselling Department should help me locate accurate and up-to-date information concerning possible future occupations.

(A) Strongly Agree (B) Agree (C) Undecided (D) Disagree
(E) Strongly Disagree

26. I would like to know how each school subject could help me in the future.

(A) Strongly Agree (B) Agree (C) Undecided (D) Disagree
(E) Strongly Disagree

27. I would like help in planning a life-style that will be satisfying to me.

(A) Strongly Agree (B) Agree (C) Undecided (D) Disagree
(E) Strongly Disagree

STUDENT NEEDS ASSESSMENT SURVEY (cont'd)

28. It is important for me to learn creative ways to solve problems.

(A) Strongly Agree (B) Agree (C) Undecided (D) Disagree
(E) Strongly Disagree

29. The Student Counselling Department should help me to develop decision-making skills.

(A) Strongly Agree (B) Agree (C) Undecided (D) Disagree
(E) Strongly Disagree

30. I would like help in learning how to manage money and set up a personal budget.

(A) Strongly Agree (B) Agree (C) Undecided (D) Disagree
(E) Strongly Disagree

31. The Counselling Department should provide me with information about the economic situation in Canada in order to help me make occupational decisions.

(A) Strongly Agree (B) Agree (C) Undecided (D) Disagree
(E) Strongly Disagree

32. I would like help in learning to understand the words and actions of other people.

(A) Strongly Agree (B) Agree (C) Undecided (D) Disagree
(E) Strongly Disagree

33. I would like help in learning how to communicate my thoughts and feelings.

(A) Strongly Agree (B) Agree (C) Undecided (D) Disagree
(E) Strongly Disagree

34. The Counselling Department should assist me in choosing a university, college or trades program that satisfies my values, interests and abilities.

(A) Strongly Agree (B) Agree (C) Undecided (D) Disagree
(E) Strongly Disagree

35. I would like help in learning how to use publications from colleges and universities.

(A) Strongly Agree (B) Agree (C) Undecided (D) Disagree
(E) Strongly Disagree

36. I would like help in learning how to apply for colleges, universities and trade schools.

STUDENT NEEDS ASSESSMENT SURVEY (cont'd)

(A) Strongly Agree (B) Agree (C) Undecided (D) Disagree
(E) Strongly Disagree

37. I need assistance in learning how to pay for my education after high school.

(A) Strongly Agree (B) Agree (C) Undecided (D) Disagree
(E) Strongly Disagree

38. I would like assistance in learning how to do homework effectively.

(A) Strongly Agree (B) Agree (C) Undecided (D) Disagree
(E) Strongly Disagree

39. I would like assistance in learning how to study for tests and examinations.

(A) Strongly Agree (B) Agree (C) Undecided (D) Disagree
(E) Strongly Disagree

40. I feel that on-the-job experience should be available to me while I am a student at this school.

(A) Strongly Agree (B) Agree (C) Undecided (D) Disagree
(E) Strongly Disagree

41. I need to know what will be expected of me when I start my first full-time job.

(A) Strongly Agree (B) Agree (C) Undecided (D) Disagree
(E) Strongly Disagree

42. The Counselling Department should assist me in arranging interviews with people in various occupations.

(A) Strongly Agree (B) Agree (C) Undecided (D) Disagree
(E) Strongly Disagree

43. Student counsellors should assist me in learning which occupations are related to my hobbies and extra-curricular activities.

(A) Strongly Agree (B) Agree (C) Undecided (D) Disagree
(E) Strongly Disagree

44. It is important that counsellors help me to feel comfortable working as a member of a small group of students.

(A) Strongly Agree (B) Agree (C) Undecided (D) Disagree
(E) Strongly Disagree

STUDENT NEEDS ASSESSMENT SURVEY (cont'd)

45. The school should provide opportunities for me to develop my leadership skills.

(A) Strongly Agree (B) Agree (C) Undecided (D) Disagree
(E) Strongly Disagree

46. It is important for me to be aware of opportunities to help others on a voluntary basis in the school and in the community.

(A) Strongly Agree (B) Agree (C) Undecided (D) Disagree
(E) Strongly Disagree

47. It is important that my counsellor provide assistance to me in protecting my interests as a student.

(A) Strongly Agree (B) Agree (C) Undecided (D) Disagree
(E) Strongly Disagree

Instrument No. 3

COUNSELLING PROGRAM SURVEY

The Student Counselling Department is considering offering a variety of experiences to students depending on the interest. If you are interested in any of the following areas, please check at the left side, PRINT your name at the end of the form and you will be contacted during the semester to see if you still have an interest. You may check a maximum of five.

_____ 1. Job Hunting? Would you like help in making your job hunting a more rewarding experience? Would you like assistance in completing a personal resume, applications for employment, and preparing for job interviews? This series of seminars could prove to be invaluable.

_____ 2. Are you planning to further your education? Would you like information on apprenticeship, colleges, institutes of technology, university, and last but not least financial assistance $? If so, please check below which institutions you would like to have represented.

..... ..... .....
Apprenticeship Canadian Armed Forces Colleges

..... .....
Institutes of Technology University

.....
$ Financial Assistance $

_____ 3. Thinking about your career? What am I going to do after leaving school? Career Exploration Seminars look at your present and future life style and how your choice of future work ties in. If you are interested in attending one or more of these seminars, in the space below please record the names of occupations you would like to have represented.

a..... b..... c.....

d.....

_____ 4. Would you like to improve your marks? A "Study Habit Seminar" may assist you in studying more effectively.

_____ 5. Seminars for Women. These will include seminars such as self defense and non-traditional career options. Please list in the spaces below other topics you are interested in which deal with womens' issues.

a..... b..... c.....

d.....

_____ 6. "Dialogue on Drinking" - Would you like to become more aware of the effects of alcohol and other drugs? This multi-media program will focus on present day opinions of local students, as well as, opinions of students in other areas of Canada. The program will include film presentations and visits by guest speakers.

_____ 7. Are you shy? Do you have difficulty saying no? Do you lack self confidence? Are you tired of feeling guilty? This seminar is designed to teach the skills and attitudes necessary to be more assertive, more confident and more content in everyday life.

_____ 8. Want to know more about yourself? Who are you? Focus on your strengths and weaknesses? Consider a Developing Personal Potential Workshop?

_____ 9. Personal Values - those things which determine what is important to you ... that direct the decisions you make. Would you like to examine with others the origin and development of values, the importance of values in decision-making, and the handling of conflicting values?

_____ 10. All persons face decisions everyday - about school, family, our future, our friends. Often solving problems or making decisions can be difficult. This seminar would help you make decisions and offer new ways of decision-making and problem solving.

_____ 11. Are you in control of your time? With the use of some time management skills you will realize that your time is controllable and learn how to organize it so that it works for you.

_____ 12. Stress, anxiety and depression are among the leading causes of major illnesses in today's society. Greater understanding will assist you in handling these difficulties more effectively.

_____ 13. Have you recently moved to Sturgeon School Division? Do you want to make more friends? Would a new comers drop-in centre help?

_____ 14. In this space please suggest any other topics you would like considered by the Counselling Department.

_____

_____

NAME _____ GRADE _____ TYPE OF PROGRAM REGISTERED IN: (Business, General, Matric or Vocational)

Instrument No. 4

THE CAREER SURVEY

Name_____ Grade_____ Date_____

Courses registered in this semester: (If applicable, indicate Day 1 or Day 2)

Period 1 _____

Period 2 _____

Period 3 _____

Period 4 _____

SECTION A

1. Dream a little! What career would you like to follow some day if nothing stood in your way? Describe it below.

_____

_____

_____

2. Of course, there can be a difference between a person's dreams and what he or she really expects to do. What careers would you like to plan for as your possible life work? (List choice in order of preference.)

a. _____

b. _____

c. _____

3. What kind of work does your father do? _____

_____

_____

_____

4. What kind of work does your mother do? _____

_____

(Adapted from: Wiggins, James D. Tested Practices: Organizing A School Counselling Program. National Vocational Guidance Association, 1974.)

SECTION B

Career Plans and Information

1. I would like to become a (an) _____ (first choice)

because _____

_____

2. I would like to become a (an) _____ (second choice)

because _____

_____

3. I would like to become a (an) _____ (third choice)

because _____

_____

4. What should you know about yourself before choosing a career?

_____

_____

_____

5. How much education do you need to be a (an) _____ (first choice)?

| No. of Years | | No. of Years | |
|---|---|---|---|
| High School | _____ | Business School | _____ |
| Apprenticeship | _____ | College | _____ |
| Technical School | _____ | University | _____ |
| | | Special School | _____ |

6. What do you think a (an) _____ (first choice) does at work?

_____

_____

_____

_____

SECTION C

Course of Study

1. Check the course of study you are following in high school.

_____Senior Matriculation _____General Education

_____Business Education _____Vocational

2. Why did you follow this course of study?

_____

_____

3. What should you know about yourself before you choose a course of study?

_____

_____

SECTION D

Career Decision Process

1. How do you think your parents would feel about your career choice?

_____

_____

2. Suppose your parents didn't agree with your plans. What would you do?

_____

_____

3. Who do you feel should be responsible for your career choice?

_____

_____

_____

## SECTION E

### Interests

1. What are some of your interests, hobbies and activities both in and out of school?

_____

_____

2. Check the three areas of work that are closest to your interests at this time.

_____ Outdoor work
_____ Mechanical work
_____ Scientific work
_____ Working with numbers (mathematics)
_____ Business (sales, advertising, public relations)
_____ Work that involves reading and writing
_____ Work in which I help other people
_____ Artistic work
_____ Musical work
_____ Secretarial work

3. Which of your interests would go along with your career choice?

_____
(First choice)

## SECTION F

### Abilities

1. Our abilities often determine how successful we are in our work. What are your strong points and weak points?

_____

_____

2. Which abilities do you have that help you in the work that you are planning?

_____

_____

Section F cont'd

3. Which abilities do you lack that may limit your success in the work you are planning?

_____

_____

4. List the grades you received on your last report card.

Language Arts, or English_____
Mathematics_____
Social Studies_____
Other_____
_____

Sciences_____
Reading_____
Phys. Ed._____
_____
_____
_____

SECTION G

Values

1. Things that are important to us are called values. What are some of your values?

_____ _____

_____ _____

2. Which of your values would go along with your career choice?

_____
(First choice)
_____

3. Job Values and Desires - Check the three types of jobs you would be most likely to choose.

_____A job where I could be a leader
_____A very interesting job
_____A job where others would look up to me
_____A job where I could be boss
_____A job which I was absolutely sure of keeping
_____A job where I could express my feelings, ideas, talents, skills
_____A job where I could make a name for myself or become famous
_____A very highly paid job
_____A job where I could help other people
_____A job where I could work more or less on my own

Section G cont'd

4. After thinking about your interests, abilities, and values, do you think your present career choice is a good one?

_____

_____

5. After you leave high school, what do you plan to do? (Check one)

_____I plan to work full time
_____I plan to apprentice
_____I plan to go to a business school
_____I plan to go to a technical school
_____I plan to go to college
_____I plan to go to university
_____I am undecided right now

SECTION H

Check how much help you need at this time from your counsellor.

_____High Rating: I need lots of help in planning what I am going to do.

_____Average Rating: I have some things planned but I could use some more help.

_____Low Rating: My plans are pretty clear and I do not need help at this time.

## APPENDIX D

This appendix consists of Table 54 which indicates the distribution of respondents, by high school program and sex, who are aspiring to make major occupational changes.

Table 54

Distribution of Respondents, by High School Program and Sex, Who Are Aspiring to Make Major Occupational Changes

| | MALE | | | FEMALE | | |
|---|---|---|---|---|---|---|
| High School Program | Number of Respondents | Number of Respondents Aspiring for Change | % | Number of Respondents | Number of Respondents Aspiring for Change | % |
| Academic | 24 | 13 | 54.2 | 28 | 17 | 60.7 |
| Business | 0 | 0 | 0.0 | 8 | 5 | 62.5 |
| General | 3 | 1 | 33.3 | 15 | 9 | 60.0 |
| Vocational | 14 | 6 | 42.8 | 4 | 0 | 0.0 |
| TOTALS | 41 | 20 | | 55 | 31 | |

# VITA

NAME: Ernest Oliver Oginsky

PLACE OF BIRTH: Saskatoon, Saskatchewan

YEAR OF BIRTH: 1941

POST-SECONDARY EDUCATION AND DEGREES:

University of Alberta
Edmonton, Alberta
1965-1966

University of Calgary
Calgary, Alberta
1967-1968

Queen's University
Kingston, Ontario
1968-1969

University of Alberta
Edmonton, Alberta
1970-1973 Bachelor of Education

University of Alberta
Edmonton, Alberta
1976-1979 Diploma in Educational Psychology

University of Toronto
Toronto, Ontario
1981

University of Alberta
Edmonton, Alberta
1980-1984 Master of Education

HONOURS AND AWARDS:

The Institute of Canadian Bankers
Letter of Accomplishment
University of Calgary
1967-1968

Shell Canada Merit Fellowship
in Career Education
University of Toronto
1981

Michael Luchkovich Scholarship
For Career Development
Edmonton, Alberta
1981

RELATED WORK EXPERIENCE:

The Royal Bank of Canada
1960-65 and 1967-70

Crown Life Insurance Company
1966-67

Vegreville Composite High School
Vegreville, Alberta
1971-77

Vegreville Town Council
Vegreville, Alberta
1974-77

Sturgeon Composite High School
Namao, Alberta
1977-

ORGANIZATION:

Member, Alberta Teachers' Association Guidance Council
Member, Canadian Guidance and Counselling Association
Member, Edmonton Regional Guidance Council
Founding Director, Society for the Promotion and Advancement of Career Education
Member, Phi Delta Kappa, Professional Education Fraternity
Life Member, World Future Society, an Association for the Study of Alternative Futures

PUBLICATIONS:

"Where Have All the High School Graduates Gone?"
Career Development News, Vol. 3, No. 1, September 1982.

UNPUBLISHED WORKS:

"A Survey of High School Student Stress",
Colloquium paper, Sturgeon School Division No. 24, Spring, 1978.

"A Survey of the Spring 1978 Graduates from Redwater High School and Sturgeon Composite High School", Colloquium paper, Sturgeon School Division No. 24, Spring, 1979.

"A Survey of the Spring 1979 Graduates from Sturgeon Composite High School", Colloquium paper, Sturgeon School Division No. 24, Spring, 1980.

"A Survey of the Spring 1980 Graduates from Sturgeon Composite High School, Namao, Alberta", Colloquium paper, Sturgeon School Division No. 24, Fall, 1981.

"A Survey of the Spring 1981 Graduates from Sturgeon Composite High School", Colloquium paper, Sturgeon School Division No. 24, Winter, 1983

"Evaluation of Sturgeon Composite High School Guidance Counselling Program", Colloquium paper, Sturgeon School Division No. 24, September, 1983.

"A Follow-up Survey of High School Student Stress", Colloquium paper, Sturgeon School Division No. 24, Spring, 1984.

TRAVEL:

Canada (including visits to 10 provinces and Yukon Territory), Europe, Great Britain, Mexico, and United States of America (including visits to 29 states)